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SECONDARY-SCHOOL  
PRINCIPALS**

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**Proceedings of the  
Tenth Annual Meeting of the  
National Association of  
Secondary-School Principals**

**WASHINGTON, D. C.**

**February 22, 23, and 24, 1926**

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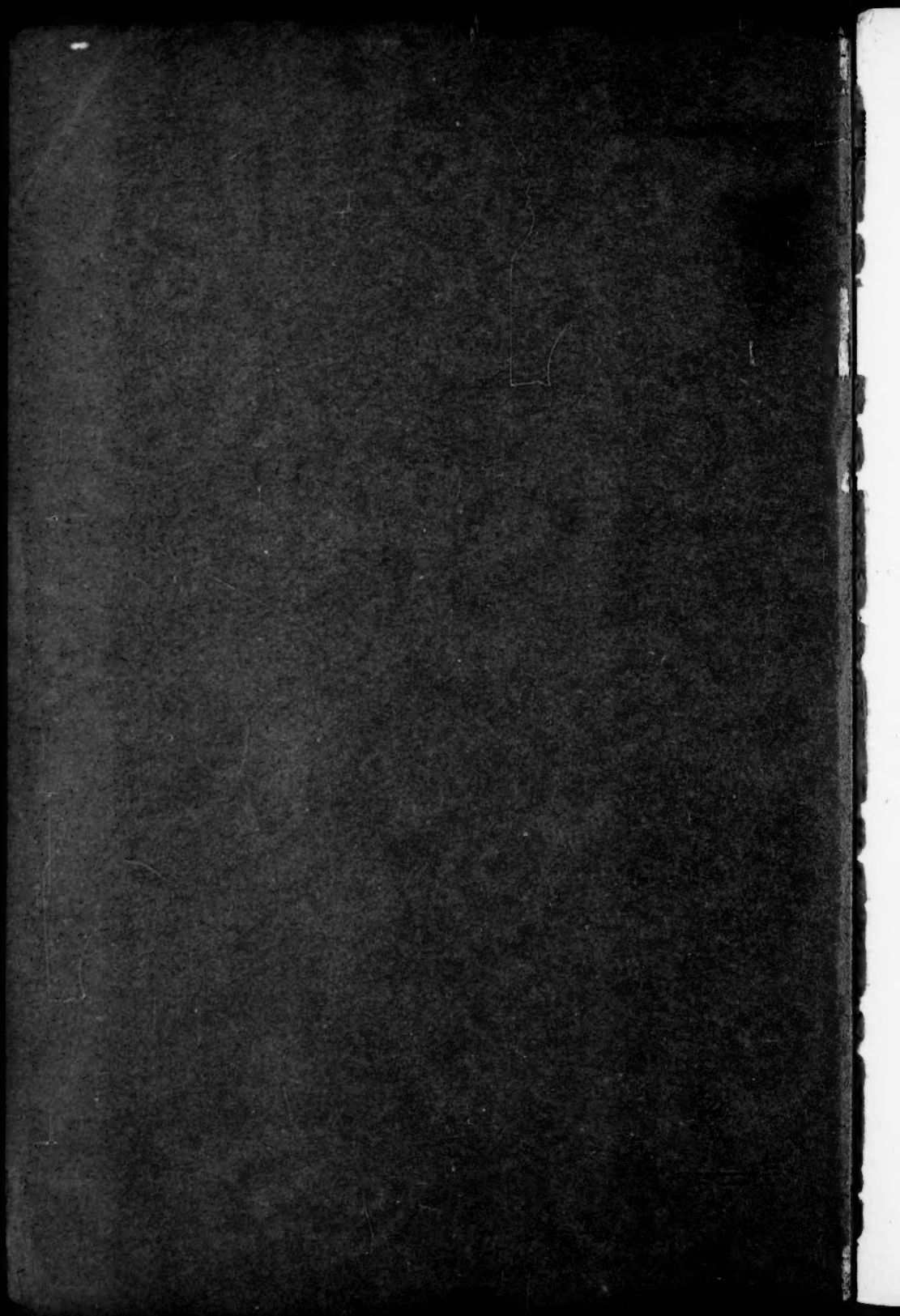
**NATIONAL ASSOCIATION OF  
SECONDARY-SCHOOL PRINCIPALS**

**H. V. CHURCH, Secretary**

**3139 Wenonah Avenue, BERWYN, ILLINOIS**

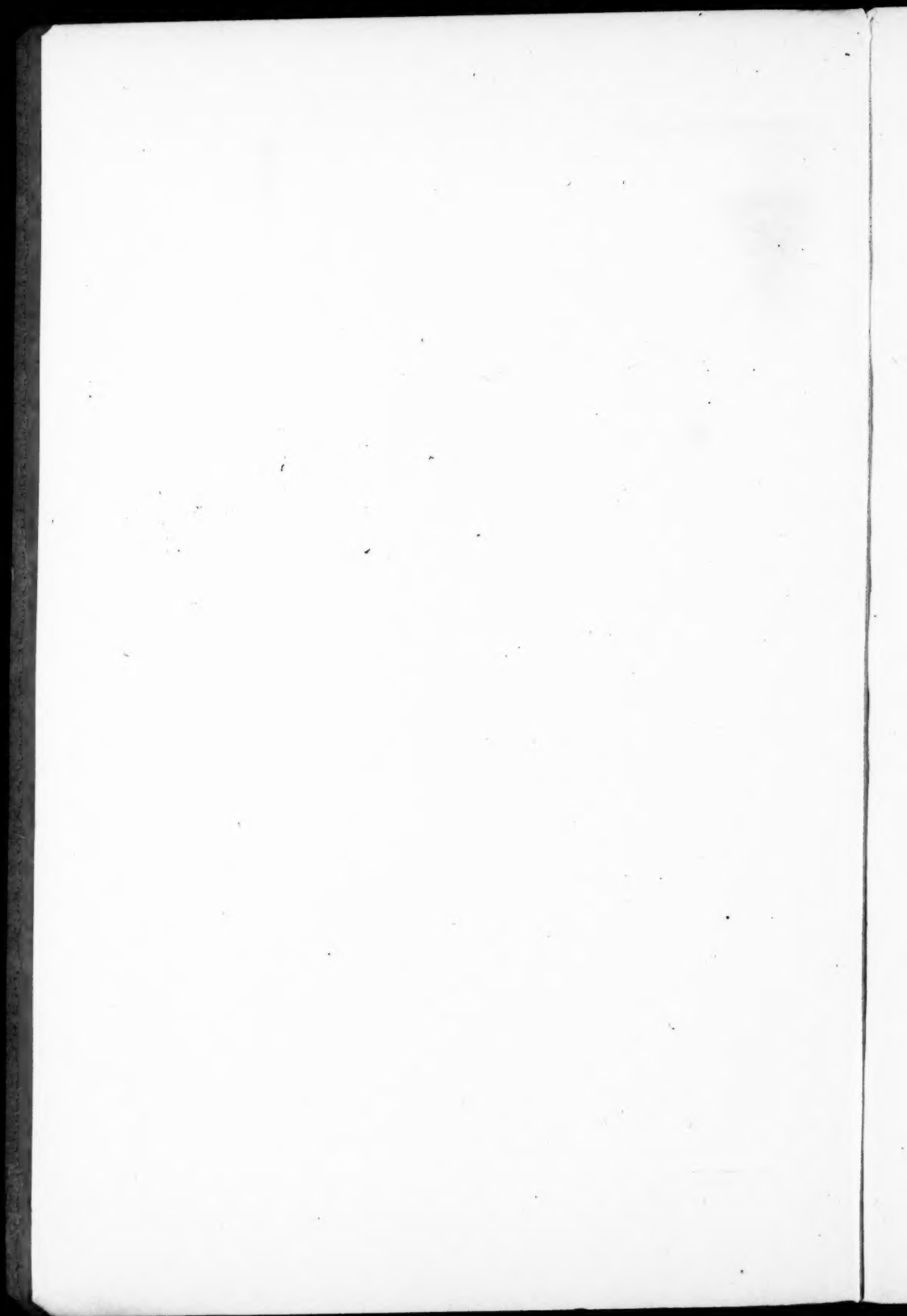
**J. Sterling Morton High School**

**CICERO, ILLINOIS**





**NATIONAL ASSOCIATION OF  
SECONDARY-SCHOOL PRINCIPALS**



**Proceedings of the  
Tenth Annual Meeting of the  
National Association of  
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at

**WASHINGTON, D. C.**

on

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Edited by

**H. V. CHURCH**

Secretary of the Association

***Published by the Association 1926***



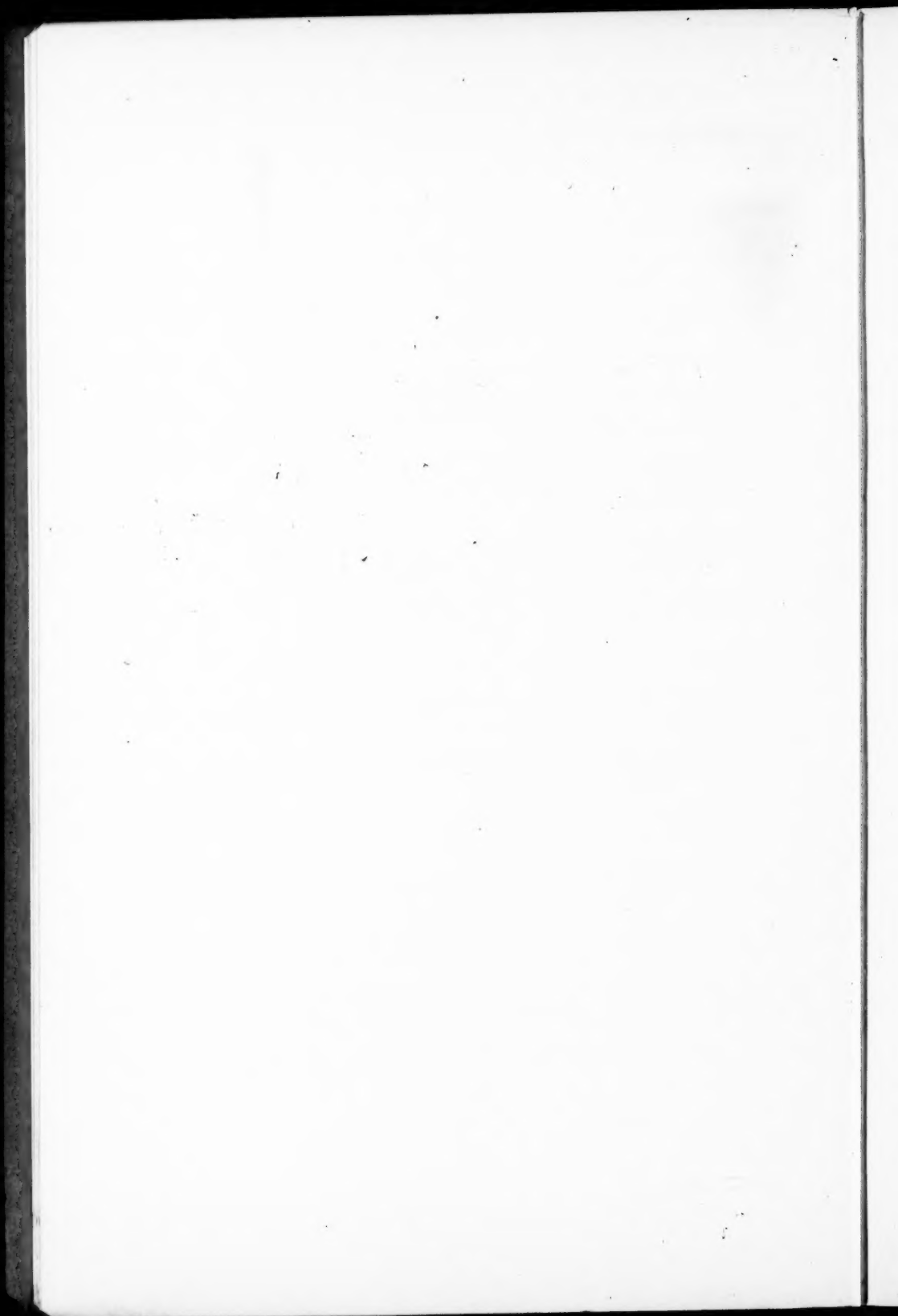


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## THE OFFICERS OF THE ASSOCIATION

1926-1927

*President:* M. R. McDANIEL

Principal of Oak Park and River Forest Township High School  
Oak Park, Illinois

*First Vice-President:* F. L. BACON

Principal of Newton High School  
Newtonville, Massachusetts

*Second Vice-President:* ARMAND R. MILLER

Principal of Theodore Roosevelt High School  
St. Louis, Missouri

*Secretary-Treasurer:* H. V. CHURCH

Principal of J. Sterling Morton High School  
Cicero, Illinois

## THE EXECUTIVE COMMITTEE

C. P. BRIGGS

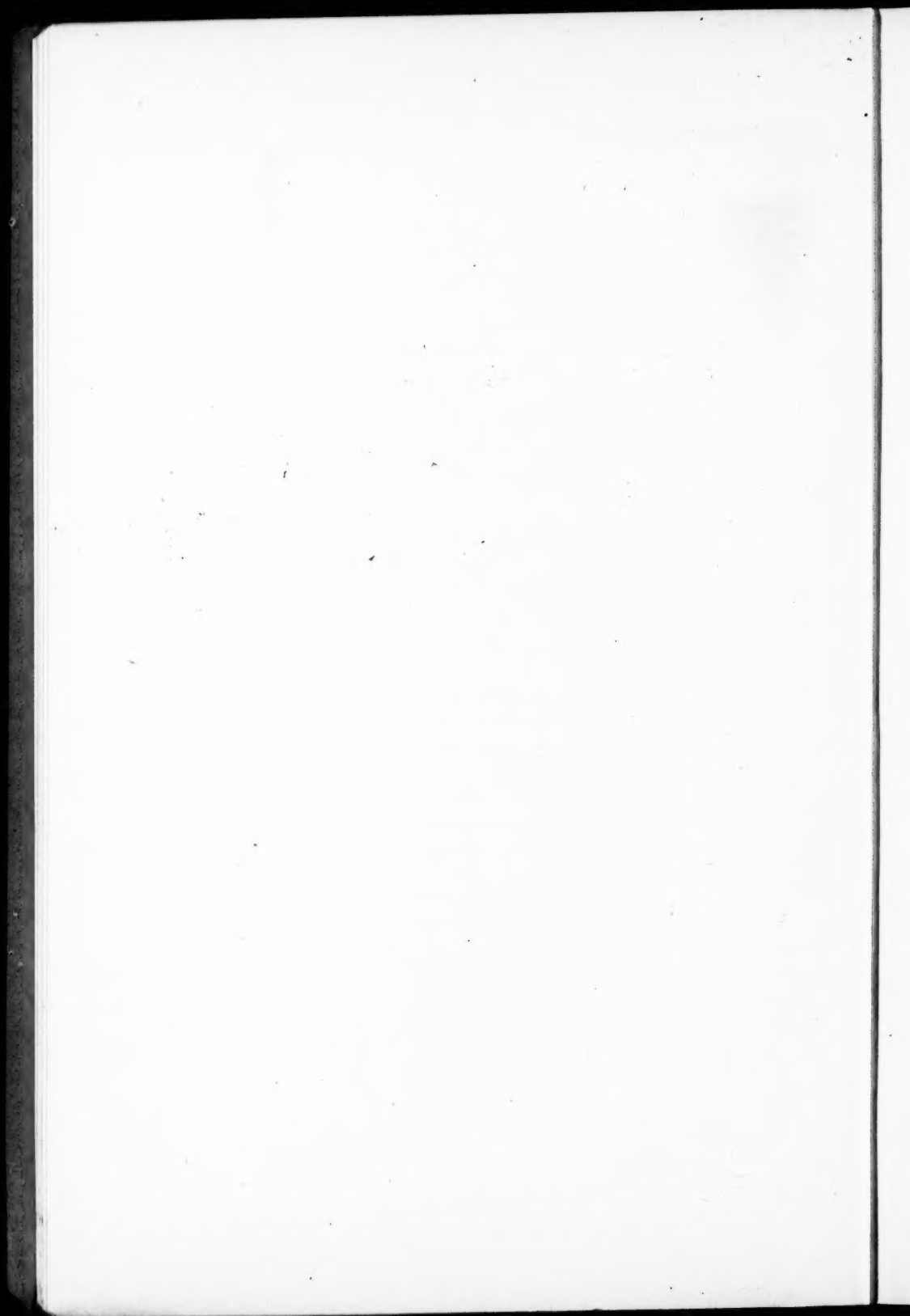
Senior High School  
Lakewood, Ohio

L. W. BROOKS

Wichita High School  
Wichita, Kansas

WILLIAM E. WING

Deering High School  
Portland, Maine



## DIRECTORY

### NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

1926

- 1919 HARRY D. ABELLS, S.B., '97.  
1898, *Superintendent*, Morgan Park Military Academy; 2139  
W. 111th Street, Chicago, Illinois.
- 1923 T. J. ABERNETHY, A.B., '17.  
1921, *Principal*, Stephens High School; Rumford, Maine.
- 1920 WALTER S. ADAMS, B.E., '20.  
1920, *Principal*, Delavan Community High School; Delavan,  
Illinois.
- 1925 F. P. ADOLPH, B.S., '22.  
1922, *Principal*, Senior High School; St. Clair, Michigan.
- 1922 LINCOLN J. AIKENS, A.B., '19.  
Porter High School; Kezar Falls, Maine.
- 1925 WILFORD M. AIKIN, B.S., '07; M.A., '13.  
1923, *Director*, John Burroughs School; Clayton, Missouri.
- 1924 WINFRED C. AKERS, A.B., '93.  
1913, *Headmaster*, High School; Brookline, Massachusetts.
- 1924 WAYNE M. AKIN, B.S., '18.  
1923, *Superintendent*, Sargent Consolidated School; Monte  
Vista, Colorado.
- 1925 O. D. ALCORN,  
1924, *Principal*, La Rose Community High School; La Rose,  
Illinois.
- 1924 LESTER F. ALDEN, A.B., '06.  
1919, *Principal*, High School; Chelmsford, Massachusetts.
- 1924 FRED M. ALEXANDER, B.A., '21.  
1917, *Principal*, Newport News High School; Newport News,  
Virginia.
- 1919 J. A. ALEXANDER, A.B., '16; A.M., '19.  
1920, *Superintendent*, Windsor Community High School;  
Windsor, Illinois.
- 1922 ALDEN W. ALLEN, B.S., '16.  
1924, *Principal*, Millinocket High School; Millinocket, Maine.
- 1923 CHARLES FORREST ALLEN, Ph.B., '17; A.M., '24.  
1921, *Principal*, West Side Junior High School; Little Rock,  
Arkansas.
- 1926 CLYDE ALLEN.  
*Principal*, High School; Dansville, Michigan.
- 1924 DAVID J. ALLEN, Ph.B., '08.  
*Principal*; Wayland, Massachusetts.

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- 1924 JESSIE E. ALLEN, A.B.  
Principal, Philadelphia High School for Girls; Philadelphia,  
Pennsylvania.
- 1925 THOMAS ALLEN.  
Principal, Belchertown, Massachusetts.
- 1921 W. O. ALLEN, B.Ped., '10.  
1919, *Principal*, Washington Irving Junior High School; Des  
Moines, Iowa.
- 1923 W. S. ALLEN, A.B., '12; A.M., '15; Ph.D., '23.  
1919, *Professor of Secondary Education*; Baylor University,  
Waco, Texas.
- 1924 CARL W. ALLISON, A.B., '13; A.M., '22.  
1922, *Principal*, Junior-Senior High School; Gilbert, Minne-  
sota.
- 1922 R. Y. ALLISON,  
Kankakee, Illinois.
- 1919 SISTER MARY ALOYSIUS, B.A., '19.  
1920, *Principal*, Villa De Chantal; Rock Island, Illinois.
- 1925 CURTIS E. AMBROSE, A.B., '21.  
1924, *Principal*, Community High School; Mahomet, Illinois.
- 1926 DOUGLAS AMES.  
Little Falls, Minnesota.
- 1926 MERVIN L. AMES.  
Merrill High School; Smyrna Mills, Maine.
- 1925 REVEREND A. F. AMIRAUT.  
President, Columbus College; Sioux Falls, South Dakota.
- 1924 J. C. AMON, B.S., '10; A.M., '22.  
1925, *Science Teacher*, Westinghouse High School; Bellevue,  
Pennsylvania.
- 1925 ROBERTA AMRINE.  
Sycamore, Illinois.
- 1926 ANNA ANDERSON.  
Long Prairie, Minnesota.
- 1925 CHARLES W. ANDERSON.  
Ohio, Illinois.
- 1926 HAROLD ANDERSON.  
Arlington, Minnesota.
- 1925 JAMES G. ANDERSON, A.B., '14.  
1918, *Principal*, Medway High School; West Medway, Massa-  
chusetts.
- 1926 ROBERT ANDERSON.  
Belle Plaine, Minnesota.
- 1924 ROY R. ANDERSON, A.B., '18; A.M., '23.  
1920, *Principal*, Central High School; Cleveland, Tennessee.
- 1924 W. A. ANDERSON.  
Sedgwick High School; Julesburg, Colorado.
- 1925 ARTHUR ANDREWS.  
Central High School; Grand Rapids, Michigan.



- 1926 CALVIN H. ANDREWS, B.S.  
1893, *Principal*, High School of Commerce; Worcester, Massachusetts.
- 1925 DONALD J. ANDREWS, B.S., '22.  
1923, *Principal*, Chautauqua High School; Chautauqua, Kansas.
- 1924 H. P. ANDREWS.  
Unity High School; Unity, Maine.
- 1924 WALTER E. ANDREWS.  
Holbrook, Massachusetts.
- 1926 OTIS H. ANGELL.  
*Principal*, High School; Industry, Illinois.
- 1926 GEORGE ANSELM.  
*Principal*, High School; Tiskilwa, Illinois.
- 1924 H. J. ANTHOLZ.  
1921, *Principal*, Spooner City Schools; Spooner, Wisconsin.
- 1924 WILLIAM BIGELOW APPLETON, A.B., '13.  
1920, *Principal*, Northbridge High and Junior High School; Whitinsville, Massachusetts.
- 1924 HERBERT H. ARCHIBALD.  
*Principal*, Natick, Massachusetts.
- 1924 G. E. ARCHILLA, A.B., '13; S.T.B., '16.  
1923, *Principal*, Mayaguez High School; Mayaguez, Porto Rico.
- 1924 FREDERIC S. ARMSTRONG, A.B., '23.  
1920, *Principal*, Dartmouth High School; South Dartmouth, Massachusetts.
- 1921 J. E. ARMSTRONG.  
*Principal*, Englewood High School; Chicago, Illinois.
- 1926 J. HARDING ARMSTRONG, A.B., '07; A.M., '08.  
*Principal*, High School; Westborough, Massachusetts.
- 1925 R. J. ARMSTRONG.  
St. Charles, Michigan.
- 1923 E. R. ARNDT, A.B., '16.  
1922, *Principal*, Strawn High School; Strawn, Kansas.
- 1926 ANNA E. ARNOLD.  
Girls Polytechnic School; Portland, Oregon.
- 1925 J. SHALLER ARNOLD, A.B., '23.  
1924, *Superintendent*, Benton Consolidated Schools; Benton, Kansas.
- 1922 HARRY R. ATKINSON, A.B., '05.  
1910, *Principal*, Battle Creek High School; Battle Creek, Michigan.
- 1925 STEWART B. ATKINSON.  
*Principal*, Upton, Massachusetts.
- 1924 DONALD V. ATWATER.  
Limestone High School; Limestone, Maine.
- 1925 F. D. AUGSBURGER, A.B., '21.  
1921, *Principal*, Rural High School; Buhler, Kansas.

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- 1924 LULU AURACHER.  
*Girls' Adviser, Lincoln High School; Des Moines, Iowa.*
- 1926 NEIL AUSMUS.  
*Principal, High School; Dallas City, Illinois.*
- 1925 E. T. AUSTIN.  
*Sterling, Illinois.*
- 1923 LOUIS B. AUSTIN, Ph.B., '97; A.M., '00; A.B., '04.  
1914, *Principal, Business High School; Pittsburgh, Pennsylvania.*
- 1925 W. A. AUSTIN, A.B., '20.  
1923, *Superintendent, Brewster Consolidated Schools; Brewster, Kansas.*
- 1925 FOREST G. AVERILL, A.B., '24.  
1924, *Principal, Greenville High School; Greenville, Michigan.*
- 1924 JOHN A. AVERY, A.B., '91.  
1911, *Headmaster, High School; Somerville, Massachusetts.*
- 1918 JOHN M. AVERY, A.B., '14.  
1914, *Principal, Public High School; Hillsboro, Illinois.*
- 1924 GEORGE E. AXTELL, B.S., '23.  
1924, *Principal, Honokaa Junior High School; Honokaa, Hawaii.*
- 1926 HAZEN H. AYER.  
*Warren High School; Warren, Maine.*
- 1925 J. WARREN AYER, A.B., '07; M.A., '23.  
1922, *Supervising Principal, Los Gatos Union High School; Los Gatos, California.*
- 1922 F. L. BACON, A.B., '12; A.M., '15.  
1922, *Principal, Newton High School; Newtonville, Massachusetts.*
- 1925 PAUL V. BACON, A.B., '98.  
1917, *Editor in Chief, Allyn & Bacon, 50 Beacon Street, Boston, Massachusetts.*
- 1924 W. L. BACHRODT.  
*Superintendent of Schools; San Jose, California.*
- 1918 WILLIAM C. BAER, A.B., '11.  
1913, *Principal, Danville High School; Danville, Illinois.*
- 1926 C. L. BAILEY.  
*Greenville High School; Greenville, Ohio.*
- 1922 JOHN FRANKLIN BAILEY, A.B., '03; A.M., '04.  
1912, *Principal, Servin Junior High School; Pittsburgh, Pennsylvania.*
- 1922 ARTHUR C. BAIRD, A.B., '99.  
1918, *Vice Principal, Fifth Avenue High School; Pittsburgh, Pennsylvania.*
- 1924 PAUL R. BAIRD, A.B., '12; A.M., '15.  
1921, *Principal, Lenox High School; Lenox, Massachusetts.*
- 1922 WILLIAM J. BAIRD, A.B., '18; A.M., '21.  
1921, *Principal, Jefferson County High School; Boyles, Alabama.*

- 1925 H. H. BAKER, A.B., '20.  
1922, *Superintendent*, Milton Schools; Milton, Kansas.
- 1923 H. LEIGH BAKER, A.B., '20; B.S.A., '22.  
1923, *Principal*, Senior High School; Wellington, Kansas.
- 1924 J. MURRAY BAKER.  
South Chatham, Massachusetts.
- 1924 RUSSELL D. BAKER.  
Casco, Maine.
- 1924 W. A. BALDAUF, B.A., '10.  
1923, *Principal*, Ely Memorial High School; Ely, Minnesota.
- 1922 JAMES H. BALDWIN, B.S., '22.  
1922, *Principal*, Chrisman Township High School; Chrisman, Illinois.
- 1924 RICHARD R. BALKEMA, A.B., '13.  
1923, *Principal*, Weatherwax Senior High School; Aberdeen, Washington.
- 1926 S. F. BALL.  
Franklin High School; Portland, Oregon.
- 1926 H. L. BALLENTINE.  
St. Clairsville High School; St. Clairsville, Ohio.
- 1925 O. P. BALLINTINE, Ph.B., '09.  
1924, *Principal*, Union High School; Brackenridge, Pennsylvania.
- 1924 GEORGE J. BALZER, A.B., '02; A.M., '09.  
1911, *Principal*, Washington High School; Milwaukee, Wisconsin.
- 1924 FLOYD R. BARBER.  
1923, *Superintendent*, Salmon Public Schools; Salmon, Idaho.
- 1924 V. H. BARKER, B.S., '21.  
1923, *Superintendent of Schools*; Chenoa, Illinois.
- 1923 JOSEPHINE BARNABY, B.Ph., '96.  
1916, *Principal*, Shaw High School; East Cleveland, Ohio.
- 1923 JOHN R. BARNES, A.B., '21; A.M., '23.  
1921, *Principal*, Lawrence Junior High School; Lawrence, Kansas.
- 1922 PERCIVAL S. BARNES, A.B., '17; A.M., '18.  
1919, *Superintendent of Schools*, East Hartford Public School; East Hartford, Connecticut.
- 1919 V. G. BARNES, Ph.B., '08.  
1915, *Principal*, Central High School; Madison, Wisconsin.
- 1924 ELLIS M. BARNETT, B.S., B.A., '23.  
1924, *Principal*, Willcox High School; Willcox, Arizona.
- 1925 G. O. BARR.  
Wyoming, Illinois.
- 1925 H. L. BARR.  
Buckley, Illinois.
- 1923 ANNA E. BARRETT, B.A., '18.  
1922, *Principal*, Lyons High School; Clinton, Iowa.

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- 1926 HARRY BARRETT.  
*Department of Education, University of Colorado; Boulder, Colorado.*
- 1923 A. J. BARTHOLOMEW, A.B., '16; A.M., '21.  
1918, *Principal, Summit High School; Summit, New Jersey.*
- 1926 ROLAND M. BARTLETT.  
*Principal, High School; Great Barrington, Massachusetts.*
- 1925 W. A. BARTON, B.A., '10; M.A., '23.  
1924, *Professor of Secondary Education, Southeastern State Teachers College; Durant, Oklahoma.*
- 1925 PAUL A. BASSETT, B.S., '18.  
1924, *Principal, Murdock School; Winchendon, Massachusetts.*
- 1924 GEORGE A. BASSFORD, Ph.B., '17; M.A., '22.  
1922, *Principal, Ashland High School; Ashland, Wisconsin.*
- 1924 CHARLES S. BATES.  
*North Yarmouth Academy; Yarmouth, Maine.*
- 1924 HAROLD S. BATES, B.S., '21.  
1923, *Principal, Petoskey High School; Petoskey, Michigan.*
- 1921 L. W. BATES, B.S., '13.  
1920, *Principal, High School; Cherokee, Iowa.*
- 1925 H. A. BATHRICK, A.B., '95.  
1920, *Principal, East Technical High School; Cleveland, Ohio.*
- 1925 J. ELMER BATHURST.  
*Junior College, Wessington Springs, South Dakota.*
- 1924 DR. W. H. BATSON.  
*Department of Education, University of South Dakota; Vermillion, South Dakota.*
- 1925 M. W. BAUMGARTEN.  
*Cerro Gordo, Illinois.*
- 1926 ROY N. BAUM.  
*Principal, Public School; Pukwana, South Dakota.*
- 1923 L. L. BEAHM.  
*Canon City High School; Delta, Colorado.*
- 1926 GEORGE E. BEAL.  
*South Portland High School; South Portland, Maine.*
- 1918 R. G. BEALS, A.B., A.M.  
1922, *Principal, De Kalb Township High School; De Kalb, Illinois.*
- 1925 ALBERT M. BEAN, A.B., '10; A.M., '14.  
1924, *Superintendent of Schools; Gloucester City, New Jersey.*
- 1924 OREL M. BEAN, A.B., '10.  
1916, *Principal, Woburn High School; Woburn, Massachusetts.*
- 1918 WILFRED F. BEARDSLEY, A.B., '93.  
1906, *Principal, Evanston Township High School; Evanston, Illinois.*
- 1926 ODA W. BEAUCHAMP, B.A., '25.  
1925, *Principal, High School; Sanborn, Iowa.*



- 1923 BANCROFT BEATLEY, A.B., '15; A.M., '16; Ed.D., '23.  
1920, *Assistant Professor of Education*, Harvard Graduate  
School of Education; Cambridge, Massachusetts.
- 1924 C. A. BEAVER, B.S., '13.  
1922, *Principal*, Yankton High School; Yankton, South Da-  
kota.
- 1922 W. E. BECK, B.S., '00; M.S., '02.  
1917, *Principal*, Iowa City High School; Iowa City, Iowa.
- 1918 ERNEST J. BECKER.  
Easton High School; Baltimore, Maryland.
- 1926 FRED BEDDOW.  
Petoskey, Michigan.
- 1918 GRANT BEEBE, B.S., '88.  
1924, *Principal*, Lane Technical High School; 1225 Sedgwick  
Street, Chicago, Illinois.
- 1920 R. E. BEEBE, A.B., '13; A.M., '16.  
1920, *Principal*, Township High School; Mendota, Illinois.
- 1923 H. H. BEECHLER, A.B., '17.  
1924, *Principal*, Hazel Park High School; Royal Oak, Mich-  
igan.
- 1925 LEON F. BEECHER.  
1919, *Principal*, Dana Township High School; Dana, Illinois.
- 1926 FRED A. BEERS, B.A.  
*Superintendent*, Public School; Freeman, South Dakota.
- 1925 GERALD W. BEHAU.  
Plano, Illinois.
- 1924 EDWIN MILTON BELLES, A.B., '20; A.M., '24.  
1924, *Professor*, University of Kansas; Lawrence, Kansas.
- 1926 F. A. BELL.  
*Principal*, High School; Alexis, Illinois.
- 1920 FRANK A. BEN, A.B., '19; M.A., '22.  
1921, *Superintendent*, Hebron High School; Hebron, Illinois.
- 1924 J. F. BENHAM.  
709 Hill Street, Maple Park, Illinois.
- 1925 P. B. BENNETT, Ph.B., '15.  
1923, *Principal*, Consolidated High School; Bayard, Iowa.
- 1925 MAY BENROTH.  
Conroy High School; Conroy, Ohio.
- 1924 EMIL BENTHACK, B.S., '23.  
1921, *Superintendent of Schools*, Arnold Public Schools; Ar-  
nold, Nebraska.
- 1922 ELMA H. BENTON, A.B., A.M.  
1919, *Principal*, Hosmer Hall; St. Louis, Missouri.
- 1925 J. G. BERDAHL.  
Augustana College; Sioux Falls, South Dakota.
- 1926 HANNAH BERG.  
Lakefield, Minnesota.
- 1925 M. E. BERN, B.S., '19.  
1921, *Principal*, Junior High School; Ft. Scott, Kansas.

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- 1925 M. SEBASTIAN BERRY, Sr., A.B., '13.  
1922, *Superintendent*, St. Paul Schools; St. Paul, Kansas.
- 1925 FAITH BICKFORD.  
1907, *Principal*, Sea Pines School of Personality for Girls;  
Brewster, Massachusetts.
- 1924 C. L. BIEDENBACH, A.B., '86; A.M., '93.  
1912, *Principal*, Senior High School; Berkeley, California.
- 1918 FRED L. BIESTER, A.B., '14.  
1919, *Principal*, Glenbard Township High School; Glen Ellyn,  
Illinois.
- 1923 E. R. BIGGERS.  
Hartland Academy; Hartland, Maine.
- 1925 A. G. BILLING, B.S., in Ed., '23.  
1923, *Principal*, Community High School; Cornell, Illinois.
- 1922 FORREST W. BINNION, A.B., '21.  
1924, *Superintendent and Principal*, Magnolia High School;  
Magnolia, Illinois.
- 1924 E. F. BIRCKHEAD.  
Winchester, Kentucky.
- 1926 THOMAS C. BITTLE.  
Thomas J. Stewart Junior High School; Norristown, Penn-  
sylvania.
- 1926 C. C. BLACK.  
*Principal*, High School; Crossville, Illinois.
- 1922 WARD N. BLACK, A.B., '12.  
1921, *Principal*, Georgetown Township High School; George-  
town, Illinois.
- 1926 E. W. BLACKSTONE.  
Dover High School; Dover, Ohio.
- 1917 H. E. BLAINE, A.B., '99.  
1912, *Principal*, Joplin High School; Joplin, Missouri.
- 1924 PARR DALTON BLAIR, A.B., '05; A.M., '08.  
1911, *Superintendent*, Crawford County Schools; Meadville,  
Pennsylvania.
- 1923 H. A. BLAKE, A.B., '02.  
1919, *Principal*, N. H. Dexter High School; Dexter, Maine.
- 1925 SISTER M. BLANCHE.  
St. Xavier's Academy, Ottawa, Illinois.
- 1923 ROBERT H. BLEE, B.S., '07.  
1918, *Principal*, Puente Union High School; Puente, Cali-  
fornia.
- 1923 F. L. BLISS, A.B., '77; A.M., '02.  
1914, *Principal*, Jackson High School; Jackson, Michigan.
- 1918 LOUIS J. BLOCK, A.B., '68; A.M., '72; Ph. D., '82.  
1895, *Principal*, John Marshall High School; 3250 W. Adams  
Street, Chicago, Illinois.
- 1925 R. O. BLOUGH, A.B., '23; B.S., '23.  
1923, *Principal*, Rural High School; Leon, Kansas.

- 1923 HAL G. BLUE, A.B., '23.  
1923, *Principal*, Teachers' College High School; Greeley,  
Colorado.
- 1924 H. J. BLUE, A.B., '03.  
1918, *Superintendent of Schools*, Carlinville Community High  
School; Carlinville, Illinois.
- 1925 BOARD OF EDUCATION.  
Methodist Episcopal Church; 150 Fifth Avenue, New York,  
N. Y.
- 1919 C. W. BOARDMAN, Ph.B., '08.  
1925, *Principal*, University High School, University of Min-  
nesota; Minneapolis, Minnesota.
- 1920 O. L. BOCKSTAHLER, A.B., '12.  
1924, *Principal*, Waverly Township High School; Waverly,  
Illinois.
- 1926 J. E. BOHN.  
Kenton High School; Kenton, Ohio.
- 1926 LAWRENCE BOHNOFF.  
Jackson, Minnesota.
- 1924 ARTHUR W. BOLEY.  
1923, *Principal*, Cooksville Community High School; Cooks-  
ville, Illinois.
- 1923 C. F. BOLT, A.B., '10.  
1921, *Principal*, Junior-Senior High School; Muskegon  
Heights, Michigan.
- 1925 RALEIGH B. BOOBER.  
Provincetown, Massachusetts.
- 1924 LOUIS M. BOODY, A.B., '90.  
1895, *Principal*, Barnstable High School; Hyannis, Massa-  
chusetts.
- 1924 NELLE BOOHER, A.B., '23.  
1923, *Principal*, High School; Central City, Nebraska.
- 1925 T. J. BORJESSON.  
Coombs High School; Bowdoinham, Maine.
- 1922 B. F. BORING.  
1922, *Principal*, Willow Hill Township High School; Willow  
Hill, Illinois.
- 1924 F. H. BOSSE, A.B., '00.  
1921, *Principal*, Reitz High School; Evansville, Indiana.
- 1920 JOHN H. BOSSHART, A.B., '02.  
1920, *Principal*, Columbia High School; South Orange, New  
Jersey.
- 1921 A. W. BOSTON.  
Sanford, Maine.
- 1919 C. W. BOSWORTH, A.B., '09; A.M., '10.  
1917, *Principal*, Cranston High School; Auburn, Rhode Is-  
land.
- 1918 E. O. BOTTENFIELD, Ph.B., '16.  
*Principal*, High School; Anna, Illinois.

xx *National Association of Secondary-School Principals*

- 1919 B. R. BOWDEN, Ph.B., '17; Ph.M., '18.  
1917, *Principal*, Community High School; Gilman, Illinois.
- 1922 J. R. BOUTON.  
Sidell, Illinois.
- 1926 B. L. BOWEN.  
*Professor of Education*, Illinois College; Jacksonville, Illinois.
- 1925 C. J. BOWMAN, A.B., '00; A.M., '08.  
1924, *Principal*, Central High School; Akron, Ohio.
- 1924 HAZEL I. BOWN, B.S., '23.  
1923, *Principal*, High School; Milford, Iowa.
- 1926 A. BOYD.  
*Principal*, High School; Lamar, Colorado.
- 1924 D. L. BOYD.  
Carmi, Illinois.
- 1924 HUGH J. BOYD, A.B., '00; L.L.B., '14.  
1920, *Principal*, Washington High School; Portland, Oregon.
- 1924 EDWIN M. BOYNE, A.B., '20.  
1923, *Principal*, Midland High School; Midland, Michigan.
- 1918 E. L. BOYER.  
*Principal*, Bloom Township High School; Chicago Heights, Illinois.
- 1924 JOHN L. BRACKEN, A.M., '22.  
1923, *Superintendent*, Clayton Public Schools; Clayton, Missouri.
- 1921 ROY H. BRACEWELL, B.S., '15.  
1919, *Principal*, High School; Burlington, Iowa.
- 1925 P. W. BRADBURY.  
Winn, Maine.
- 1917 CHARLES A. BRADLEY, U. S. Military Academy, '77; D.Sc., '16.  
1893, *Principal*, Manual Training High School; 2243 Race Street, Denver, Colorado.
- 1925 C. R. BRADSHAW, A.B., '17; A.M., '22.  
1925, *Principal*, Lincoln High School; Ferndale, Michigan.
- 1925 FRED G. BRADY, B.S., B.Ed., '23.  
1922, *Principal*, High School; Delphos, Kansas.
- 1925 J. M. BRADY, B.A.  
*President*, Notre Dame Academy; Mitchell, South Dakota.
- 1924 CLIFFORD S. BRAGDON, B.A., '00; M.A., '18.  
1917, *Principal*, New Rochelle High School; New Rochelle, New York.
- 1925 F. J. BRAGG, A.B., '23.  
1925, *Principal*, Otsego High School; Otsego, Michigan.
- 1924 P. N. BRAGG, B.A., '15.  
1923, *Principal*, Fort Smith High School; Fort Smith, Arkansas.
- 1919 S. M. BRAME, A.B., '02.  
1909, *Principal*, Bolton High School; Alexandria, Louisiana.

- 1925 L. J. BRANDE, B.S., '23.  
1925, *Superintendent of Schools*; White, South Dakota.
- 1918 H. D. BRASEFIELD, Ph.B., '91.  
1917, *Principal*, Fremont High School; 460 Hanover Avenue,  
Oakland, California.
- 1922 JAMES F. BRASHEARS.  
*Principal*, High School; Pleasant Plains, Illinois.
- 1918 J. P. BREIDINGER, A.B., '85; A.M., '88.  
1901, *Principal*, High School; 15 N. Franklin Street, Wilkes-  
Barre, Pennsylvania.
- 1917 FRANCIS A. BRICK, A.B., '96.  
1917, *Principal*, Bayonne High School; Bayonne, New Jer-  
sey.
- 1926 CHARLES H. BRIGGS.  
*Principal*, High School; Mackinaw, Illinois.
- 1918 C. P. BRIGGS, A.B., '01  
1920, *Principal*, Lakewood Senior High School; Lakewood,  
Ohio.
- 1918 THOMAS H. BRIGGS, Ph.D., '14.  
1915, *Professor of Education*, Teachers' College, Columbia  
University; 525 W. 120th Street, New York City, New  
York.
- 1925 WALTON E. BRIGGS, A.B., '07.  
1924, *Principal*, High School; West Newbury, Massachusetts.
- 1920 L. O. BRIGHT, A.B.  
1920, *Principal*, Antioch Township High School; Antioch,  
Illinois.
- 1920 A. B. BRISTOW, B.A., '05; M.A., '15.  
1920, *Principal*, Matthew Fontaine Maury High School; Nor-  
folk, Virginia.
- 1925 WILLIAM H. BRISTOW.  
Melford, Pennsylvania.
- 1923 K. O. BROADY, B.S., '20.  
1925, *Superintendent*, High School; Sylvan Grove, Kansas.
- 1925 RALPH BROEDE, A.B., '17; M.A., '22.  
1922, *Superintendent*, Lykens Consolidated School; Bloom-  
ville, Ohio.
- 1923 EVA J. BROKAW, A.B., '14.  
1920, *Principal*, Clarinda High School; Clarinda, Iowa.
- 1924 GEORGE F. BROOKS, B.L., '02; Ph.B., '08; M.A., '25.  
1924, *Principal*, High School; Merrill, Wisconsin.
- 1925 JAMES BROOKS, A.B., '24.  
*Principal*, High School; Clayton, Kansas.
- 1916 L. W. BROOKS, A.B., '03; A.M., '15.  
1919, *Principal*, Wichita High School; Wichita, Kansas.
- 1925 MIRIAM W. BROOKS, B.A., '93; M.A., '12.  
West High School; Des Moines, Iowa.

xxii *National Association of Secondary-School Principals*

- 1925 C. A. BROTHERS, A.B., '11; A.M., '24.  
1911, *Principal*, Dwight Township High School; Dwight, Illinois.
- 1926 (MRS.) EDITH M. BROUD.  
Clyde High School; Clyde, Ohio.
- 1926 R. R. BROURINK.  
*Principal*, Junior & Senior High School; Fort Morgan, Colorado.
- 1922 ALFRED O. BROWN.  
Public School Publishing Company; Bloomington, Illinois.
- 1925 C. C. BROWN.  
High School Vistor, University of Colorado; Boulder, Colorado.
- 1925 CLYDE F. BROWN, B.S., '15.  
1924, *Principal*, Millis High School; Millis, Massachusetts.
- 1918 EDWARD L. BROWN, A.B., '86; A.M., '90; Litt.D., '14.  
1924, *Assistant Superintendent*, Denver Public Schools; 414 Fourteenth Street, Denver, Colorado.
- 1918 GEORGE A. BROWN.  
*President*, Public School Publishing Company; 509 N. East Street, Bloomington, Illinois.
- 1926 GEORGE W. BROWN.  
*Principal*, High School; Herscher, Illinois.
- 1926 H. L. BROWN.  
Ravenna City High School; Ravenna, Ohio.
- 1924 JOHN FRANKLIN BROWN, Ph.B., '89; Ph.D., '96.  
1910, *Editor*, The Macmillan Company; 64 Fifth Avenue, New York, New York.
- 1926 LYNDON BROWN.  
Detroit, Minnesota.
- 1926 J. STANLEY BROWN.  
*Principal*, High School; De Kalb, Illinois.
- 1924 LELAND P. BROWN, A.B., '16.  
1919, *Principal*, Wm. Winlock Miller High School; Olympia, Washington.
- 1922 RICE E. BROWN, A.B., '08; A.M., '23.  
1918, *Principal*, Emporia High School; Emporia, Kansas.
- 1922 R. G. BROWN, B.Ed., '24.  
1923, *Principal*, Sullivan Township High School; Sullivan, Illinois.
- 1924 R. R. BROWN, A.B., '21; A.M., '25.  
1921, *Principal*, Montrose County High School; Montrose, Colorado.
- 1920 V. I. BROWN, A.B., '19.  
Arlington Heights, Illinois.
- 1924 WM. HOWARD BROWN, A.B., '16; A.M., '22.  
1921, *Principal*, Senior-Junior High School; Amherst, Massachusetts.

- 1924 W. L. BROWN, M.A., '23.  
*Director of Research*, New Trier High School; Kenilworth, Illinois.
- 1924 WALKER N. BROWN.  
East High School; Peoria, Illinois.
- 1924 W. W. BROWN, A.B., '17; M.A., '25.  
1922, *Principal*, Junior-Senior High School; Janesville, Wisconsin.
- 1924 E. E. BROWNELL.  
1904, *District Superintendent*; Gilroy, California.
- 1924 GUY W. BRUBAKER, A.B., '13; A.M., '15.  
1923, *Principal*, Bent County High School; Las Animas, Colorado.
- 1926 WILLIAM C. BRUBAKER.  
*Dean*, Pullman Free School of Manual Training; 250 E. 111th Street, Chicago, Illinois.
- 1924 M. E. BRUCE, A.B., '21.  
1921, *Supervising Principal*, East St. Louis Junior High School; East St. Louis, Illinois.
- 1924 L. S. BRUMBAUGH, A.B., '17.  
1922, *Principal*, Kendallville High School; Kendallville, Indiana.
- 1924 RAY D. BRUMMETT, B.S., '24.  
1919, *Principal*, Greenville High School; Greenville, Illinois.
- 1925 C. E. BRYANT, A.B., '01.  
1924, *Principal*, South High School; Akron, Ohio.
- 1923 GEORGE F. L. BRYANT, B.S., '17.  
Aroostook Central Institute; Mars Hill, Maine.
- 1924 HERMAN A. BRYANT.  
Petersham, Massachusetts.
- 1926 NORRIS L. BRYANT.  
Reed Plantation High School; Wytotitlock, Maine.
- 1926 RALEIGH B. BUBAR, B.S., '19.  
*Principal*, High School; Holden, Massachusetts.
- 1925 WALTER G. BUCHANAN, B.S., '18.  
1924, Mathematics Department, Methuen High School; Methuen, Massachusetts.
- 1916 B. F. BUCK, A.B., '93.  
1912, *Principal*, Senn High School; 5900 Glenwood Avenue, Chicago, Illinois.
- 1918 GEORGE BUCK, A.B., '91; A.M., '01.  
1910, *Principal*, Shortridge High School; Michigan & Penn Street, Indianapolis, Indiana.
- 1925 HOWARD L. BUCK, B.S., '13; M.A., '16.  
1925, *Principal*, Central Evening Preparatory; 19 S. La Salle, Street, Chicago, Illinois.
- 1923 W. E. BUCKEY, A.B., '21; A.M., '24.  
1921, *Principal*, Fairmont High School; 804 Locust Avenue, Fairmont, West Virginia.

xxiv *National Association of Secondary-School Principals*

- 1920 J. BRUCE BUCKLER, A.B., '18.  
1925, *Principal*, Community High School; Newton, Illinois.
- 1926 T. M. BUCK.  
Bellaire High School; Bellaire, Ohio.
- 1918 B. R. BUCKINGHAM, Ph.B., '01; Ph.D., '13.  
1921, *Director of Educational Research*, Ohio State University; Columbus, Ohio.
- 1922 CHESTER A. BUCKNER, A.B., '09; A.M., '11; Ph.D., '18.  
1920, School of Education, University of Pittsburgh; Pittsburgh, Pennsylvania.
- 1925 JOHN BULLOCK, B.S., '20.  
1925, *Superintendent*, Armour High School; Armour, South Dakota.
- 1918 P. C. BUNN, Ph.B., '09; M.A., '22.  
1914, *Principal*, High School; 860 Sixth Street; Lorain, Ohio.
- 1926 E. H. BURDOCK.  
*Principal*, High School; Latham, Illinois.
- 1925 ARTHUR N. BURKE, A.B., '89.  
1924, *Principal*, Senior High School; Waltham, Massachusetts.
- 1926 EVA BURNET, B.A., '17; M.D., '19.  
1909, *Principal*, High School; Allerton, Iowa.
- 1921 HARRY H. BURNHAM, A.B., '86; A.M., '90.  
1919, *Principal*, Biddeford High School; Biddeford, Maine.
- 1926 MRS. BURNS.  
Elk River, Minnesota.
- 1924 R. A. BURNS, A.B., '20.  
1924, *Principal*, American High School; Mexico City, Mexico, D. F.
- 1925 RAYMOND M. BURNS, A.B., '19.  
1924, *Principal*, North Brookfield High School; North Brookfield, Massachusetts.
- 1923 ROBERT BURNS, B.S., '16; A.M., '19.  
1919, *Principal*, Cliffside Park High School, Cliffside Park, New Jersey.
- 1925 CARL BURRIS.  
1924, *Principal*, Clayton High School; Clayton, Missouri.
- 1923 CLARA S. BURROUGHS.  
1899, *Principal*, Camden High School; Camden, New Jersey.
- 1924 WINIFRED BURROUGHS.  
Sturgis High School; Sturgis, Michigan.
- 1917 ALDEN JAMES BURTON, A.B., '08; A.M., '22.  
1918, *Principal*, East High School; Des Moines, Iowa.
- 1924 JOHN A. BURTON.  
Sharon, Massachusetts.
- 1925 JEROME BURTT.  
Framingham, Massachusetts.
- 1926 F. J. BUSH.  
West Technical High School; Cleveland, Ohio.



# Directory of Members

XXV

- 1921 RALPH H. BUSH, A.B., '11; A.M., '14; J.D., '19.  
1914, *Assistant Principal*, Joliet Township High School; Joliet, Illinois.
- 1924 EUGENE B. BUTLER, B.S., '16.  
1920, *Principal*, Rushville High School; 711 N. Jackson Street, Rushville, Indiana.
- 1924 J. J. BUTLER, A.B., '17.  
1924, *Principal*, Jordan High School; Lewiston, Maine.
- 1922 C. C. BYERLY, A.B., '18.  
1923, *Superintendent of Schools*, West Chicago Public School; West Chicago, Illinois.
- 1924 C. E. BYERS, A.B., '11; A.M., '13.  
1915, *Principal*, Huntington High School; Huntington, Indiana.
- 1926 RUBY M. BYERS.  
1919, *Principal*, Junior High School; Cedar Rapids, Iowa.
- 1919 LEE BYRNE, A.B., A.M., '17; Ph.D.  
*Professor of Secondary Education*, Louisiana State University; 949 Camelia Avenue; Baton Rouge, Louisiana.
- 1925 PAUL R. BYRNE.  
University of Notre Dame; Notre Dame, Indiana.
- 1925 C. L. BYSTROM.  
Negaunee, Michigan.
- 1922 W. H. CAIN, A.B., '12.  
1920, *Principal*, Western Normal High School; Kalamazoo, Michigan.
- 1924 LAURA J. CAIRNES, A.B., '07.  
1924, *Principal*, Eastern High School; Baltimore, Maryland.
- 1924 A. G. CALDWELL.  
Canton, Illinois.
- 1925 L. L. CALDWELL.  
*Superintendent of Schools*; Hammond, Indiana.
- 1925 L. O. CALDWELL.  
Rutland, South Dakota.
- 1923 OTIS W. CALDWELL, B.S., '94; Ph.D., '98; L.L.D., '17.  
1917, *Professor of Education*, Lincoln School of Teachers' College; 425 W. 123rd Street, New York, New York.
- 1924 SISTER M. CALLISTA.  
Orono Catholic High School; Orono, Maine.
- 1926 C. M. CAMPBELL.  
*Principal*, High School; Westfield, Illinois.
- 1924 GEORGE P. CAMPBELL, A.B., '00; Ed.M., '23.  
1906, *Principal*, Marblehead High School; Marblehead, Massachusetts.
- 1924 GILMAN H. CAMPBELL, A.B., '04; Ed. M., '25.  
1919, *Principal*, Needham High School; 1179 Great Plain Avenue, Needham, Massachusetts.
- 1924 PATRICK T. CAMPBELL, A.B., '93.  
1920, *Headmaster*, Latin School; Boston, Massachusetts.

xxvi *National Association of Secondary-School Principals*

- 1922 PAUL N. CAMPBELL, A.B., '21.  
1923, *Principal*, Okmulgee High School; Okmulgee, Oklahoma.
- 1926 SADIE CAMPBELL, A.B., '19; A.M., '25.  
1925, *Girls' Adviser*, High School; Des Moines, Iowa.
- 1926 WILLARD B. CANOPY.  
*Principal*, High School; Delavan, Illinois.
- 1925 MILES E. CAREY.  
McKinley High School; Honolulu, Hawaii.
- 1926 R. CARLEY.  
*Principal*, High School; Chebanse, Illinois.
- 1925 FRED A. CARLSON, B.S., '13.  
1922, *Principal*, Stockdale High School; Stockdale, Kansas.
- 1922 GEORGE N. CARMAN, A.B., '81; A.M., '06.  
1895, *Director*, Lewis Institute; Chicago, Illinois.
- 1925 H. V. CARMICHAEL, A.B., '19.  
1924, *Principal*, Morris High School; Morris, Illinois.
- 1925 JUNE G. CAROTHERS.  
Manhattan Junior High School; Manhattan, Kansas.
- 1925 F. A. CARPENTER.  
Lovell, Maine.
- 1923 J. B. CARPENTER, A.B., '02; A.M., '20.  
1918, *Principal*, Louisville Male High School; Louisville, Kentucky.
- 1924 ROLAND J. CARPENTER, B.S., '22.  
1922, *Principal*, Mapleton High School; Mapleton, Maine.
- 1926 A. T. CARR.  
Fowler Junior High School; Cleveland, Ohio.
- 1919 J. W. CARRINGTON, B.S., '22.  
1924, *Principal*, Oakland Township High School; Oakland, Illinois.
- 1926 CHARLES V. CARROLL, A.B., '08.  
*Principal*, High School; Fall River, Massachusetts.
- 1925 GEORGE C. CARROLL.  
Wiley High School; Terre Haute, Indiana.
- 1925 A. F. CARTER.  
Colorado State Teachers College; Greeley, Colorado.
- 1923 J. FRANK CARTER, B.S., '17; M.A., '23.  
1921, *Principal*, Stephens High School; Rumford, Maine.
- 1925 LOREN H. CARTER, B.S., '22.  
1922, *Principal*, Kensington High School; Kensington, Kansas.
- 1925 JOHN S. CARVER.  
Aroostook Central Institute; Mars Hill, Maine.
- 1919 J. W. CASTELO.  
Roanoke, Illinois.
- 1926 JOHN W. CASTO.  
*Principal*, High School; East Moline, Illinois.

- 1926 O. A. CATT.  
*Principal*, High School; Willow Hill, Illinois.
- 1926 FRANK E. CHAMBERLAIN.  
Richmond High School; Richmond, Maine.
- 1924 GEORGE A. CHAMBERLAIN, A.B., '91.  
1903, *Principal*, Riverside High School; Milwaukee, Wisconsin.
- 1922 H. E. CHANDLER, A.B., '11.  
1915, *Principal*, Senior High School; Junction City, Kansas.
1924. FREDERICK E. CHAPIN.  
Randolph, Massachusetts.
- 1926 JOSEPH B. CHAPLIN.  
Bingham High School; Bingham, Maine.
- 1922 IRA T. CHAPMAN, A.B., '03; A.M., '05.  
1923, *Superintendent*, Elizabeth Public School; 417 S. Broad Street, Elizabeth, New Jersey.
- 1923 H. W. CHARLESWORTH, A.B., '22.  
Las Animas, Colorado.
- 1920 L. W. CHATHAM, B.S., '10; M.S., '17.  
1919, *Principal*, Pana Township High School; Pana, Illinois.
- 1924 R. D. CHATWICK, Ph.B., '09; A.M., '24.  
1916, *Principal*, Morgan Park High School; Duluth, Minnesota.
- 1925 R. E. CHENEY, A.B., '20; A.M., '25.  
1925, *Superintendent of Schools*; Escanaba, Michigan.
- 1924 ARTHUR S. CHENOWETH, B.A., '06.  
1922, *Assistant Principal*, Atlantic City High School, Atlantic City, New Jersey.
- 1918 JOHN O. CHEWNING, A.B., '01.  
1916, *Principal*, Central High School; Evansville, Indiana.
- 1926 ARTHUR J. CHICK.  
Monmouth Academy; Monmouth, Maine.
- 1926 A. B. CHILDERS.  
*Principal*, High School; Rocky Ford, Colorado.
- 1925 H. G. CHILDS.  
*Professor, Secondary Education*, Indiana University; Bloomington, Indiana.
- 1926 HELEN CHILES.  
*Principal*, High School; Bluffs, Illinois.
- 1924 AUBREY M. CHISHOLM, A.B., '22.  
1924, *Principal*, Old Saybrook High School; Saybrook, Connecticut.
- 1924 ROGER C. CHITTENDEN, A.B., '97.  
1924, *Instructor*, High School; Newburyport, Massachusetts.
- 1925 ELLIS CHRISTENSON, B.S., '21.  
1922, *Principal*, Horton High School; Horton, Kansas.
- 1916 HARRY VICTOR CHURCH, Ph.B., '94.  
1899, *Principal*, J. Sterling Morton High School; Cicero, Illinois.
- 1925 RALPH CLABAUGH.  
Yale, Illinois.

xxviii *National Association of Secondary-School Principals*

- 1926 WILLIAM G. CLAFFY.  
Ada, Minnesota.
- 1925 A. H. CLARK, A.B., '17.  
1922, *Principal*, Grosse Pointe High School; Grosse Pointe, Michigan.
- 1918 A. L. CLARK, B.S., '93.  
1906, *Agent*, American Book Company; Des Moines, Iowa.
- 1924 CLARENCE CLARK, B.S., '17; A.M., '24.  
1922, *Principal*, Hopkinville High School; Hopkinville, Kentucky.
- 1925 C. F. CLARK, A.B., '17.  
1923, *Superintendent*, Canova High School; Canova, South Dakota.
- 1924 EDWARD R. CLARK, A.B., '02.  
1915, *Principal*, Winthrop High School; Winthrop, Massachusetts.
- 1926 ELIZABETH CLARK.  
St. Cloud, Minnesota.
- 1925 F. H. CLARK, A.B., '02; A.M., '05.  
1924, *Superintendent*, Viola High School; Viola, Kansas.
- 1926 HARRY M. CLARK.  
*Principal*, High School; El Paso, Illinois.
- 1925 J. R. CLARK.  
Fremont High School; Fremont, Ohio.
- 1924 H. Y. CLARK, A.B., '17.  
1921, *Principal*, Grafton High School; Grafton, West Virginia.
- 1924 L. T. CLARK.  
1920, *Principal*, Woodland Public School; Woodland, Illinois.
- 1925 LYNN CLARK.  
Lowell, Michigan.
- 1925 J. A. CLEMENT.  
University of Illinois; Urbana, Illinois.
- 1925 F. E. CLERK, Ph.B., '03; LL.B., '10.  
1923, *Principal*, New Trier Township High School; Kenilworth, Illinois.
- 1926 C. E. CLEVELAND.  
Benson Polytechnic School; Portland, Oregon.
- 1925 LESLIE L. CLEVELAND.  
Latin School; Cambridge, Massachusetts.
- 1926 WILLIAM H. CLIFFORD.  
Mechanic Falls High School; Mechanic Falls, Maine.
- 1926 GEORGE L. CLINEBELL.  
*Instructor*, High School; Danvers, Illinois.
- 1922 A. B. CLOSE, B.S., '21.  
1922, *Principal*, Taylorville Township High School; Taylorville, Illinois.
- 1922 G. F. CLOSE.  
Woodhull, Illinois.

- 1924 ARLINGTON I. CLOW, A.B., '25.  
1915, *Headmaster*, Haverhill High School; Haverhill, Massachusetts.
- 1924 ROBERT CLUNIE, JR., A.B., '16.  
1919, *Principal*, Lincoln Academy; Newcastle, Maine.
- 1924 KEMPTON J. COADY.  
High School; Bourne, Massachusetts.
- 1925 EBEN S. COBB, A.B., '11.  
1918, *Principal*, Clinton High School; Clinton, Massachusetts
- 1925 T. H. COBB, B.S., '23.  
1923, *Superintendent of Schools*, Mount Carmel, Illinois.
- 1925 E. L. COBERLY, B.A., '19; M.A.  
1924, *Superintendent of Schools*; Brimfield Township High School; Brimfield, Illinois.
- 1923 EMERSON T. COCKRELL, A.B., '12; A.M., '16.  
1919, *Principal*, Collinwood Junior High School; Cleveland, Ohio.
- 1925 ALICE COFFIN.  
Danbury Township High School; Danbury, Ohio.
- 1925 J. R. COLBERT, A.B., '14.  
1924, *Superintendent of Schools*; Marshall, Illinois.
- 1926 A. RUSSELL C. COLE, A.B., '12.  
*Principal*, High School; Maynard, Massachusetts.
- 1923 C. F. COLE, Ph.B.  
*Principal*, West High School; Green Bay, Wisconsin.
- 1924 ELIJAH DAY COLE.  
North Abington, Massachusetts.
- 1925 J. E. COLE, M.A., '05.  
1895, *Principal*, Senior High School; Norwalk, Ohio.
- 1924 E. E. COLLINS, B.A.  
*Superintendent of Schools*, Hurley, South Dakota.
- 1924 ERNEST L. COLLINS, A.B., '98.  
1912, *Headmaster*, High School; Quincy, Massachusetts.
- 1920 G. R. COLLINS, B.S., '17.  
1924, *Principal*, Community High School; Tuscola, Illinois.
- 1924 SANFORD B. COMERY, A.B., '13.  
1921, *Principal*, Belmont High School; Belmont, Massachusetts.
- 1923 BENJAMIN F. COMFORT, M.A., '23.  
1907, *Principal*, Cass Technical High School; Detroit Michigan.
- 1924 ERNEST B. COMSTOCK, A.B., '05.  
1922, *Principal*, North Dallas High School; Dallas, Texas.
- 1923 HOWARD CONANT, A.B., '92; A.M., '98.  
1906, *Principal*, High School; Holyoke, Massachusetts.
- 1926 LEWIS H. CONANT.  
*Principal*, High School; Methuen, Massachusetts.
- 1922 E. M. CONKLIN.  
High School; Hantramack, Michigan.

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- 1925 L. W. CONNOLLY.  
Vermilion, South Dakota.
- 1923 FLORA J. COOKE.  
616 York Place, Chicago, Illinois.
- 1926 A. F. COOK.  
*Principal*, High School; Hinsdale, Illinois.
- 1925 GEORGE H. COOK.  
Broadlands, Illinois.
- 1925 GUY A. COOK.  
Doland, South Dakota.
- 1924 LOUIS G. COOK, B.S., '01.  
1921, *Principal*, Edison High School; Minneapolis, Minnesota.
- 1918 R. R. COOK, A.B., '08; A.M., '22.  
1923, *Principal*, Theodore Roosevelt High School; Des Moines, Iowa.
- 1924 WILLIAM ADELBERT COOK, A.B., '02; A.M., '11; Ph.D., '13.  
1918, *Professor of Education*, University of South Dakota;  
605 East Clark, Vermilion, South Dakota.
- 1917 WALTER FRANCIS COOLIDGE, A.B., '99; A.M., '01; A.M., '14.  
1913, *Principal*, Granite City High School; Granite City, Illinois.
- 1926 ELIZABETH COOPER.  
Granada, Colorado.
- 1924 GRACE COOPER, A.B., '17.  
1917, *Preceptress*, High School; Marshalltown, Iowa.
- 1925 KATHERINE COOPER.  
Ames, Iowa.
- 1925 P. E. COOPER.  
Union High School; Eads, Colorado.
- 1925 H. D. CORBUS, B.S., '15.  
1924, *Principal*, St. Johns High School; St. Johns, Michigan.
- 1924 (MRS.) BETHEL CORDER, A.B., '21.  
1924, *Head of Normal Training Department*, Clay County  
Community High School; Clay Center, Kansas.
- 1923 A. E. CORFMAN, A.B., '19; M.A., '22.  
Brush, Colorado.
- 1925 HARRIET E. CORLETT.  
Wilson Junior High School; Cleveland, Ohio.
- 1922 J. H. CORNS, A.B., '01; A.M., '16.  
1925, *Principal*, Central High School; Detroit, Michigan.
- 1923 JOHN J. CORY, E.M., '05.  
1919, *Principal*, South Side High School; Denver, Colorado.
- 1924 VINCENT I. CORRELL, B.S., '12; M.A., '23.  
1923, *Principal*, North Platte Senior High School; North  
Platte, Nebraska.
- 1924 WILLIAM E. COTTLE, A.B., '20.  
1924, *Principal*, Ware High School; 27 Cottage Street, Ware,  
Massachusetts.

- 1923 FRED M. COTTRILL, A.B., '16.  
1920, *Principal*, Salem High School; Salem, West Virginia.
- 1924 HOMER C. COUCH.  
1918, *Principal*, Grant High School; Cedar Rapids, Iowa.
- 1920 H. M. COULTRAP, A.B., '08; A.M., '14.  
1912, *Superintendent of Schools*, Geneva, Illinois.
- 1922 GEORGE S. COUNTS, A.B., '11; Ph.D., '16.  
1920, *Professor of Secondary Education*, Yale University;  
New Haven, Connecticut.
- 1924 CLAUDE V. COURTER, B.S., '11.  
1922, *Director*, Flint High School and Junior College; Flint,  
Michigan.
- 1926 GEORGE F. COURTNEY.  
*Superintendent of Schools*, Atkinson, Illinois.
- 1924 W. H. COUTS.  
Alvin, Illinois.
- 1925 P. D. COVERT.  
Creston, Iowa.
- 1925 E. E. COWAN, A.B., '20.  
1922, *Principal*, Elk City High School; Elk City, Oklahoma.
- 1924 HERVEY S. COWELL.  
Cushing Academy; Ashburnham, Massachusetts.
- 1925 WILLIAM A. COWING, A.B., '04.  
1916, *Principal*, West Springfield High School; West Spring-  
field, Massachusetts.
- 1919 PHILIP W. L. COX, A.B., '05.  
1922, *Principal*, Junior-Senior High School, Lincoln School,  
Teachers' College; New York.
- 1926 N. W. COX.  
*Principal*, High School; Saunemin, Illinois.
- 1917 JOHN A. CRAIG, A.B., '09; A.M., '10.  
1915, *Principal*, Muskegon High and Hackley Manual Train-  
ing School; 178 W. Webster Avenue, Muskegon, Michi-  
gan.
- 1922 PERCY F. CRANE, B.S., '17.  
1921, *Principal*, Washington Academy; East Machias, Maine.
- 1923 T. T. CRANNY.  
Grinnell, Iowa.
- 1918 J. R. CRANOR, Ph.B., '19.  
1922, *Principal and Superintendent*, Sandwich Township High  
School; Sandwich, Illinois.
- 1925 C. J. CREASEY, A.B., '15.  
1924, *Principal*, Ithaca High School; Ithaca, Michigan.
- 1924 R. R. CROMWELL, A.B., '12; M.A., '18.  
1924, *Principal*, Peoria Central High School; 216 Fredonia  
Avenue; Peoria, Illinois.
- 1921 FRED H. CRONINGER, B.S., '05.  
1921, *Principal*, Central High School; Ft. Wayne, Indiana.

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- 1921 H. E. CROOKER, A.B., '17.  
1920, *Headmaster*, Berwick Academy; South Berwick, Maine.
- 1925 ALBERT L. CROSS, A.B., '21.  
1921, *Principal*, Rural High School; Melvern, Kansas.
- 1924 WILLIAM T. CROSSWHITE, A.B., '14.  
1922, *Principal*, Horace Mann Junior High School; Wichita, Kansas.
- 1925 MARIE CROUK.  
Carthage, Illinois.
- 1922 C. CROUSE.  
Nashville, Illinois.
- 1925 J. A. CROWELL.  
Fairmont High School; Cleveland, Ohio.
- 1925 D. P. CRUMP.  
Toluca, Illinois.
- 1922 JAMES A. CULLEN.  
1920, School of Industrial Arts; Mount Vernon, New York.
- 1923 C. L. CULLER, A.B., '17; M.A., '18.  
1922, *Principal*, Whittier Junior High School; Lincoln, Nebraska.
- 1925 H. H. CULLY, A.B., '87.  
1905, *Principal*, Glenville High School; Cleveland, Ohio.
- 1926 V. H. CULP.  
Department of Education, Northern State Teachers College; Aberdeen, South Dakota.
- 1924 ALLEN C. CUMMINGS, A.B., '92; A.M., '95.  
1919, *Principal*, South Hadley High School; South Hadley Falls, Massachusetts.
- 1926 CHARLOTTE M. CUMMINGS.  
*Instructor*, High School; East Moline, Illinois.
- 1924 COSBI CUMMINGS.  
1918, *Principal*, Junior High School; Clinton, Iowa.
- 1925 T. S. CUNNINGHAM.  
Presque Isle High School; Presque Isle, Maine.
- 1925 A. T. CURR.  
Audubon Junior High School; Cleveland, Ohio.
- 1924 CLAY C. CURRAN, B.S., '16.  
1920, *Principal*, Lead High School; Lead, South Dakota.
- 1926 LUCIUS C. CURRIER.  
*Superintendent*, Appleton High School; Grand Junction, Colorado.
- 1923 R. E. CUSTER, B.S., '19.  
1919, *Principal*, Rural High School; Gove, Kansas.
- 1925 J. C. CUTHBERT, A.B., '24.  
1925, *Principal*, Cedaredge High School; Cedaredge, Colorado.
- 1924 NATHANIEL A. CUTLER, A.B., '91.  
1920, *Principal*, Athol High School; Athol, Massachusetts.



- 1926 (REV.) ALCYME M. CYR.  
St. Mary's College; Van Buren, Maine.
- 1925 SISTER MARY F. CYRIL.  
Orono Catholic High School; Orono, Maine.
- 1922 EDWIN J. DAHL, B.S., '21.  
*Principal*, Senior High School; Winona, Minnesota.
- 1925 C. S. DALE, B.S., '20; A.M., '21.  
1924, *Principal*, Champaign High School; Champaign, Illinois.
- 1924 CHAS. O. DALRYMPLE.  
Attleboro, Massachusetts.
- 1926 CLARENCE DANFORTH.  
Union High School; Union Maine.
- 1925 L. H. DAMON, B.S., '20.  
1922, *Principal*, Grant County Rural High School; Ulysses, Kansas.
- 1925 (MRS.) I. A. DARNALL.  
Pueblo, Colorado.
- 1924 A. M. DARNELL, A.B., B.S., M.A.  
Topeka High School; Topeka, Kansas.
- 1919 JAMES D. DARNELL, A.B., '16; M.A., '17.  
1919, *Principal*, Township High School; Geneseo, Illinois.
- 1924 ELMER F. DAVENPORT, Ph.B., '16.  
1925, *Principal*, Agawam High School; Agawam, Massachusetts.
- 1924 FRANK H. DAVIDSON, A.B., '20.  
1923, *Principal*, Leadville High School; Leadville, Colorado.
- 1924 R. L. DAVIDSON, JR., A.B., '15; B.S., '15.  
1922, *Principal*, Junior Senior High School; Nevada, Missouri.
- 1924 BLYNN E. DAVIS, B.S., '13.  
1921, *Principal*, Senior-Junior High School; Falmouth, Massachusetts.
- 1922 CALVIN O. DAVIS, A.B., '95; A.M., '04; Ph.D., '10.  
1905, *Professor of Secondary Education*, University of Michigan; Ann Arbor, Michigan.
- 1925 D. W. DAVIS, A.B., '19; M.A., '25.  
1925, *Superintendent*; Timber Lake, South Dakota.
- 1924 EVERETT DAVIS, M.A., '23; A.B., '15.  
1925, *Principal*, Woodrow Wilson Junior High School; Des Moines, Iowa.
- 1923 E. O. DAVIS, B.A., '21.  
1921, *Principal*, Stillwater Senior High School; Stillwater, Oklahoma.
- 1923 GEORGE E. DAVIS, B.A., '17; M.A., '07.  
1919, *Principal*, Keokuk High School; Keokuk, Iowa.
- 1918 GEORGE E. DAVIS, B.A., '02; M.A., '07.  
1919, *Principal*, Walnut Hills High School; Cincinnati, Ohio.

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- 1925 HIRAM S. DAVIS, B.S., '24.  
1924, *Principal*, Douglass High School; Douglass, Kansas.
- 1916 JESSE B. DAVIS, A.B., '95; A.M., '16; Litt.D., '22.  
1919, *Supervisor of Secondary Education*, Connecticut State Board of Education; Hartford, Connecticut.
- 1924 JOHN E. DAVIS, B.S. in Ed. '25.  
1923, *Principal*, Ecorse High School; Ecorse, Michigan.
- 1926 J. W. DAVIS.  
Warren G. Harding High School; Warren, Ohio.
- 1926 P. L. DAVIS, A.B., '17.  
1925, *Principal*, High School; Ames, Iowa.
- 1925 T. R. DAVIS.  
Walden College; Nashville, Tennessee.
- 1926 ULMER W. DAVIS.  
Cherryfield Academy; Cherryfield, Maine.
- 1925 W. C. DAVIS.  
Haddon Heights Public Schools; Haddon Heights, New Jersey.
- 1922 L. O. DAWSON, Ph.B., '20.  
1922, *Superintendent*; Stronghurst, Illinois.
- 1917 THOMAS M. DEAN, A.B., '08; A.M., '15.  
1916, *Principal*, Decatur High School; Decatur, Illinois.
- 1925 C. D. DEAN, B.S., '21.  
Rural High School; Beverly, Kansas.
- 1919 H. A. DEAN.  
*Superintendent of Schools*; Crystal Lake, Illinois.
- 1926 MILDRED DEAN.  
2404 Wisconsin Avenue, Washington, D. C.
- 1926 CHARLES W. DE BOE.  
*Principal*, Hesperia High School; Hesperia, Michigan.
- 1925 S. F. DELKER, B.S., '12; B.S., '22.  
1921, *Superintendent*, Chester Consolidated Schools; Chester, South Dakota.
- 1926 I. W. DELP.  
Lehman High School; Canton, Ohio.
- 1925 H. E. DELZALL.  
Albion, Illinois.
- 1926 GLENN DEMAREE.  
*Principal*, High School; Potomac, Illinois.
- 1925 C. E. DE MERITT.  
Camden, Michigan.
- 1924 LEON J. DEMING, A.B., '22.  
1923, *Principal*, El Reno High School; El Reno, Oklahoma.
- 1924 HAROLD N. DEMPSEY.  
Dennysville High School; Dennysville, Maine.
- 1924 C. F. DENGLE, B.S., '25.  
1918, *Supervising Principal*, Shickshinny Public Schools; Shickshinny, Pennsylvania.

*Directory of Members*

XXXV

- 1926 JOHN E. DENHAM, A.B., '01; A.M., '04.  
*Principal*, Girls High School; Boston, Massachusetts.
- 1925 WINBURN A. DENNETT, B.S., '18.  
1922, *Principal*, Hopedale High School; Hopedale, Massachusetts.
- 1925 HORACE MANN DERBY, A.B., '04.  
1924, *Principal*, Villa Grove Township High School; Villa Grove, Illinois.
- 1925 J. LEW DERWOOD.  
Elementary and Junior High School; Camden, New Jersey.
- 1924 R. E. DEVORE, A.B., '15.  
1923, *Principal*, Junior-Senior High School; Dodge City, Kansas.
- 1924 HENRY DE YOUNG, B.A., '20.  
1922, *Principal*, Colfax High School; Colfax, Washington.
- 1925 SOL D. DICE, A.B., '06.  
*Principal*, Fall River High School; Fall River, Kansas.
- 1925 E. G. DICK, B.S., '23.  
1923, *Principal*, Wellsville High School; Wellsville, Kansas.
- 1924 GEORGE C. DICKEY, B.S., '14; Ed.M., '24.  
Fairhaven, Massachusetts.
- 1925 S. S. DICKEY.  
Detroit Junior High School; Detroit, Ohio.
- 1924 JAMES D. DILLINGHAM, A.B., '87; A.M., '90.  
1900, Newtown High School; New York City, New York.
- 1926 OSCAR L. DITTMER.  
*Principal*, High School; Timewell, Illinois.
- 1925 THOMAS W. DOBBS, B.E.D., '25.  
1924, *Superintendent*, Kempton Public Schools; Kempton, Illinois.
- 1924 CHESTER C. DODGE, M.D., '87.  
1917, *Principal*, Hibbard High School, 125 N. Sacramento Boulevard, Chicago, Illinois.
- 1926 LEE A. DOLLINGER.  
Sidney High School; Sidney, Ohio.
- 1924 J. R. DONOVAN, A.B., '20.  
1922, *Principal*, Lubec High School; Lubec, Maine.
- 1925 S. R. DONOVAN.  
Portland, Maine.
- 1924 LESTER W. DOOLEY, A.B., '10; A.M., '17.  
1922, *Principal*, Hibbing High School; Hibbing, Minnesota.
- 1925 G. C. DOTZOUR, A.M., '18.  
1921, *Principal*, Roosevelt Intermediate High School; Wichita, Kansas.
- 1925 D. D. DOUGLAS, B.S., '24.  
1924, *Principal*, Philo High School; Philo, Illinois.
- 1926 H. R. DOUGLASS.  
947 East 19th, Eugene, Oregon.

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- 1924 STEPHEN A. DOUGLASS, B.S., '99.  
1920, *Principal*, Central High School; St. Louis, Missouri.
- 1924 ROBERT B. DOW.  
Belgrade High School; Belgrade, Maine.
- 1918 JAMES E. DOWNEY, A.B., '97; A.M., '13.  
1910, *Headmaster*, High School of Commerce; Boston, Massachusetts.
- 1925 P. P. DOWNEY.  
Ransom, Illinois.
- 1924 WALTER F. DOWNEY, A.B., '06; A.M., '21.  
1922, *Headmaster*, English High School; Belmont, Massachusetts.
- 1923 MARSHALL W. DOWNING, A.B., '94.  
1910, *Principal*, North High School; Grand Rapids, Michigan.
- 1926 T. O. DOWNING.  
*Principal*, High School; Golden, Colorado.
- 1925 G. E. DOWNS.  
Burton Junior High School; Grand Rapids, Michigan.
- 1926 FRANK E. DRISKO.  
Milbridge High School; Milbridge, Maine.
- 1926 F. DROTNING.  
Chisholm, Minnesota.
- 1924 EARLE DRUMMOND.  
Union High School; Benwood, West Virginia.
- 1919 OTTO F. DUBACH, Ph.B., '98; Ph.M., '06.  
1920, *Principal*, Central High School; Kansas City, Missouri.
- 1921 T. J. DUFRAIN, A.B., '16; M.A., '22.  
1921, *Principal*, High School; Pontiac, Michigan.
- 1924 C. H. DUKER.  
McHenry, Illinois.
- 1925 W. E. DUNN.  
Junior High School; Aberdeen, South Dakota.
- 1926 T. E. DUNSHEE.  
*Superintendent*, Fruita, Colorado.
- 1925 C. R. DUSTIN.  
John Marshall High School; Cleveland, Ohio.
- 1922 HERBERT L. DYER, A.B., '05.  
1921, *Principal*, Washburn Township High School; Washburn, Illinois.
- 1924 F. S. EAKELEY, B.S., '19; M.A., '19.  
1924, *Principal*, Main Avenue High School; San Antonio, Texas.
- 1925 MAURICE L. EARLE, A.B., '22.  
1923, *Principal*, New Salem Academy; New Salem, Massachusetts.
- 1922 ROBERT H. EARLY, A.B., '17.  
1918, *Principal*, Lyman Hall High School; Wallingford, Connecticut.

- 1923 WILLIAM I. EARLY, A.B., '00; A.M., '25.  
1908, *Principal*, Washington High School; Sioux Falls, South Dakota.
- 1924 ROBERT S. EASTER, A.B., '15.  
1923, *Principal*, High School; Foxboro, Massachusetts.
- 1924 JAMES H. EASTWOOD, A.B., '20.  
1923, *Principal*, Rural High School; De Sota, Kansas.
- 1916 E. J. EATON, A.B., '04; A.M., '19.  
1920, *Principal*, South High School; Youngstown, Ohio.
- 1924 GEORGE D. EATON, B.A., '15.  
1922, *Superintendent*, Clarion Public Schools; Clarion, Iowa.
- 1924 RALPH A. EATON, A.B., '08.  
1918, *Principal*, Dedham High School; Dedham, Massachusetts.
- 1925 RUTH EATON, A.B., '09.  
1917, *Principal*, Woodward Junior High School; Kalamazoo, Michigan.
- 1925 MARY O. EBAUGH, A.B., '07; A.M., '21.  
1917, *Principal*, Catonsville High School; Catonsville, Maryland.
- 1922 LIDA M. EBBERT, Ph.B., '08; A.M., '21.  
1910, *Principal*, Linden High School; Linden, New Jersey.
- 1925 H. H. ECCLES.  
Portsmouth High School; Portsmouth, Ohio.
- 1926 O. C. ECHOLS.  
*Principal*, High School; Vermont, Illinois.
- 1918 SILAS ECHOLS, B.A., '05.  
1915, *Principal*, High School; 612 Broadway, Mount Vernon, Illinois.
- 1926 A. EDERER.  
*Principal*, Bellevue, Michigan.
- 1926 J. B. EDMONSON.  
School of Education, University of Michigan; Ann Arbor, Michigan.
- 1924 HENRY HUGH EDMUNDS.  
1907, *Superintendent*, Clinton Community High School; 617 W. Main, Clinton, Illinois.
- 1926 E. R. EDWARDS.  
St. Paul Murray Junior High School; St. Paul, Minnesota.
- 1925 L. R. EDWARDS, A.M., '15.  
1922, *Principal*, Junior High School; 1121 W. Second Street, El Dorado, Kansas.
- 1925 JOHN H. EISENBÄUER, A.B., '05; A.M., '07.  
1923, *Principal*, Boys' High School; Reading, Pennsylvania.
- 1923 E. R. ELLIAN, Ph.B., '17.  
1922, *Principal*, High School; Fond du Lac, Wisconsin.
- 1925 LILLIAN M. ELLIOT.  
Harlem High School for Girls; 114th Street and 7th Avenue, New York City.

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- 1925 L. D. ELLIOTT.  
Calhoun, Illinois.
- 1918 CARLOS B. ELLIS.  
1910, *Principal*, High School of Commerce; Springfield,  
Massachusetts.
- 1926 GRACE ELLIS.  
St. Louis, Michigan.
- 1925 C. OWEN ELLSWORTH.  
Box 247, Pickford, Michigan.
- 1926 J. F. ELTON.  
High School of Commerce; Portland, Oregon.
- 1925 JOHN R. EMENS.  
1923, *Principal*, High School; Halfway, Michigan.
- 1926 FLORENCE EMPSON.  
Mahnomen, Minnesota.
- 1926 MARTHA E. EMMY, B.D.  
1921, *Principal*, High School; Fairfield, Iowa.
- 1925 C. EVAN ENGBERG, B.A., '21.  
1923, *Principal*, Senior High School; Osceola, Iowa.
- 1924 J. W. ESBENSHADE, A.B., '03.  
1923, *Principal*, Lebanon High School; Lebanon, Pennsylvania.
- 1925 C. L. ESKELSON, B.A., '20.  
1919, *Superintendent*, McIntosh Public Schools; McIntosh,  
South Dakota.
- 1918 FRANK S. ESPEY.  
1916, *Principal*, Roberts High School; Roberts, Illinois.
- 1925 P. L. ESSERT, A.B., '22.  
1924, *Superintendent of Schools*; Crook High School, Crook,  
Colorado.
- 1925 A. R. EVANS.  
Peotone, Illinois.
- 1921 ALBERT W. EVANS, S.B., '05; S.M., '08.  
1920, *Principal*, Wendell Phillips High School; 244 E. Per-  
shing Road, Chicago, Illinois.
- 1925 A. W. EVANS.  
*State Supervisor of High School*; Austin, Texas.
- 1922 EVANS E. EVANS, A.B., '20.  
1922, *Principal*, Neodesha High School; Neodesha, Kansas.
- 1926 W. C. EVANS.  
*Superintendent*, City Schools; Kimball, South Dakota.
- 1925 C. A. EVEREST, A.B., '08; A.M., '16.  
1922, *Principal*, Union High School; Grand Rapids, Michigan.
- 1917 CHARLES G. EVERETT, A.B., '80; A.M., '93.  
1893, *Principal*, North High School, 4th and Dennison Avenue,  
Columbus, Ohio.
- 1926 B. F. EVESLAGE.  
Tower, Minnesota.
- 1926 JOHN F. EVRAETS.  
*Superintendent of Schools*; Golconda, Illinois.

- 1922 D. M. EWING, B.S., '22.  
1922, *Principal*, Crystal Lake Community High School; Crystal Lake, Illinois.
- 1920 WILLIAM FERDINAND EWING, A.B., '06; M.A., '19.  
1920, *Principal*, Pasadena High School; Pasadena, California.
- 1918 CHARLES B. FAGER, JR., A.M., '93; M.D., '93; Sc.D., '11.  
1905, *Principal*, Technical High School; Harrisburg, Pennsylvania.
- 1924 D. B. FAGER, A.B., '14.  
1920, *Principal*, Blandinsville High School; Blandinsville, Illinois.
- 1924 C. F. FAHRNKOPF.  
Allerton, Illinois.
- 1924 R. W. FAIRCHILD, A.B., '09; A.M., '19.  
1923, *Superintendent*, High School; Elgin, Illinois.
- 1926 L. FAIRFAX.  
*Principal*, High School; La Harpe, Illinois.
- 1925 PHILIP H. FALK.  
Stoughton, Wisconsin.
- 1925 E. F. FARMER, A.B., '09; A.M., '21.  
Senior High School; 1613 Partridge, Parsons, Kansas.
- 1926 ORA G. FATHAUER.  
*Principal*, High School; Dalton City, Illinois.
- 1918 ELIZABETH FAULKNER, A.B., '85.  
1909, *Principal*, The Faulkner School; 4746 Dorchester Avenue, Chicago, Illinois.
- 1925 (MRS.) H. W. FEARING.  
Manilla, Iowa.
- 1924 ROY WILLIAM FEIK, B.S., '13; A.M., '16.  
1922, *Principal*, McKinley Junior High School; East Chicago, Indiana.
- 1926 ANNA FELROTH.  
Leroy, Minnesota.
- 1925 MAURICE FELS.  
4305 Spruce Street, Philadelphia, Pennsylvania.
- 1918 BEULAH A. FENIMORE, B.S., '16.  
1917, *Principal*, Kensington High School for Girls; Cuberland and Amber Streets, Philadelphia, Pennsylvania.
- 1925 JOHN A. FENLOW.  
Bowdle, South Dakota.
- 1924 STANLEY W. FENNO, B.S., '04.  
1920, *Principal*, Gardner High School; Gardner, Massachusetts.
- 1925 FERN FERGUSON, A.B., '22.  
1923, *Principal*, Alden High School; Alden, Kansas.
- 1923 HAROLD A. FERGUSON, A.B., '14; A.M., '16.  
1921, *Principal*, Central High School; Akron, Ohio.

xl     *National Association of Secondary-School Principals*

- 1924 EMERY N. FERRIS, Ph.B., '04; M.A., '05; Ph.D., '08.  
1919, *Professor of Rural Education*, Cornell University; 215  
Bryant Avenue, Ithaca, New York.
- 1925 ZINA FESSENDEN.  
Glenwood, Iowa.
- 1925 C. A. FETTERLY.  
Rutherford Public Schools; Rutherford, New Jersey.
- 1922 F. E. FICKINGER, A.B., '94.  
1911, *Principal*, Langley Junior-Senior High School; Pitts-  
burgh, Pennsylvania.
- 1926 PHILIP FIELSTED.  
Biwadik, Minnesota.
- 1925 W. LAWRENCE FIFE, A.B., '13.  
1923, *Principal*, Cannonsburg High School; Cannonsburg,  
Pennsylvania.
- 1922 ELLEN FILEAN, B.A., '12.  
1918, *Principal*, Humboldt High School; Humboldt, Iowa.
- 1918 RALPH E. FILES, A.B., '95.  
1912, *Principal*, East Orange High School; East Orange, New  
Jersey.
- 1923 EDWIN L. FINDLEY, A.B., '91; A.M., '96.  
1919, *Principal*, South High School; Cleveland, Ohio.
- 1926 EMMETT S. FINLEY.  
*Principal*, High School; Jacksonville, Illinois.
- 1926 L. V. FINLEY.  
*Principal*, High School; Catlin, Illinois.
- 1924 R. S. FIREBAUGH, B.S., '21.  
1923, *Principal*, Oakwood Township High School; Muncie,  
Illinois.
- 1918 C. A. FISHER, A.B., '10; A.M., '19.  
*Principal*, Central High School; Kalamazoo, Michigan.
- 1924 EDITH M. FISCHER.  
North High School; Des Moines, Iowa.
- 1926 GLEN M. FISHER.  
*Instructor*, High School; Des Plaines, Illinois.
- 1925 VIRGIL FISHER, A.M., '24.  
1923, *Principal*, Donovan Township High School; Donovan,  
Illinois.
- 1925 FRANKLIN P. FISK.  
Tuley High School; 1313 N. Claremont Avenue, Chicago,  
Illinois.
- 1924 CRISTOPHER A. FITZGERALD, A.B., '09.  
1921, *Principal*, High School; Chicopee, Massachusetts.
- 1924 L. J. FITZSIMMONS, A.B., '16.  
1919, *Principal*, High School; Eureka, Kansas.
- 1926 W. P. FLAHERTY.  
*Principal*, High School; Manhattan, Illinois.
- 1918 M. L. FLANINGAM, B.S., '04; A.M., '14.  
1908, *Principal*, Urbana High School; Urbana, Illinois.



- 1922 JOHN ALLEN FLEMING, M.S., '24.  
1921, *Principal*, High School; Bonner Springs, Kansas.
- 1923 HARRIETT FLETCHER, B.S., '19.  
1918, *Principal*, West Junior High School; Warren, Ohio.
- 1926 W. T. FLETCHER.  
Grant High School; Portland, Oregon.
- 1917 IRA A. FLINNER, Ph.B., '06; A.B., '11; A.M., '20.  
1911, *Headmaster*, Huntington School; Boston, Massachusetts.
- 1926 L. O. FLOM.  
Marshall, Minnesota.
- 1925 J. W. FLOOD.  
West High School; Cleveland, Ohio.
- 1924 J. A. FOBERG, B.S., '99.  
1921, *Director of Mathematics and Science*, State Department of Public Instruction; Harrisburg, Pennsylvania.
- 1925 ROY C. FORD.  
Troy, Illinois.
- 1926 JOHN R. FORSTEN.  
*Principal*, Grant High School; Grant, Michigan.
- 1918 LEWIS L. FORSYTHE, A.B., '04.  
1917, *Principal*, Ann Arbor High School; 1314 Forest Avenue, Ann Arbor, Michigan.
- 1924 L. M. FORT, B.A., '13.  
1918, *Principal*, High School; Mitchell, South Dakota.
- 1924 ELI C. FOSTER, A.B., '15.  
1923, *Principal*, Senior High School; 1100 Delaware, Bartlesville, Oklahoma.
- 1923 HERBERT H. FOSTER, Ph.D., '07.  
1923, *Head of Department of Education*, Beloit College; Beloit, Wisconsin.
- 1923 HOYT DAVIS FOSTER, B.Pd., '16; M.A., '23.  
1923, *Principal*, Orono High School; 104 Main Street, Orono, Maine.
- 1922 BURTON P. FOWLER, A.B., '07.  
1923, *Head Master*, Tower Hill School; Wilmington, Delaware.
- 1925 O. F. FOWLER, Ph.B., '24.  
1919, *Principal*, Leyden Community High School; Franklin Park, Illinois.
- 1923 ROY U. FOWLER, B.S., '18.  
1920, *Principal*, Dixfield High School; Dixfield, Maine.
- 1922 GUY FOX, A.B., '15; A.M., '19.  
1923, *Principal*, Buena Vista and Longfellow Schools; Colorado Springs, Colorado.
- 1926 R. C. FOX.  
*Principal*, High School; Shelbyville, Illinois.
- 1925 BYRON FRAME.  
Hoopeston, Illinois.

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- 1925 BROTHER J. FRANCIS.  
St. Mel High School; Chicago, Illinois.
- 1925 O. E. FRANCK, A.B., '17.  
1921, *Principal*, Manson High School; Manson, Iowa.
- 1925 P. R. FRANKE.  
Mancos High School; Mancos, Colorado.
- 1925 ELLEN K. FRANKISH.  
Central High School; Omaha, Nebraska.
- 1926 GRACE FRANKLIN.  
Waseca, Minnesota.
- 1925 NELLIE CLARE FRASER, B.A., '15.  
1924, *Principal*, Atlantic High School; Atlantic, Iowa.
- 1925 D. R. FRASHER.  
Ashland High School; Ashland, Ohio.
- 1925 GEORGE WILLARD FRASIER.  
*President*, Colorado State Teachers College; Greeley, Colorado.
- 1923 W. R. FRAZER, B.S., '18.  
1920, *Principal*, McPherson Senior High School; McPherson, Kansas.
- 1926 SARAH W. FREARK, A.B., '06; A.M., '18.  
1925, *Girls' Adviser*, Lincoln High School; Des Moines, Iowa.
- 1925 C. D. FREEMAN.  
Fillmore, Illinois.
- 1924 (MRS.) F. H. FREEMAN, A.B., '01.  
1917, *Principal*, Sangerville High School; Sangerville, Maine.
- 1926 CLARA B. FREFTING.  
Worthington, Minnesota.
- 1925 G. F. FREIFELD.  
Roselle High School; Roselle, New Jersey.
- 1925 W. C. FRENCH.  
Drumright Public Schools; Drumright, Oklahoma.
- 1925 WILL FRENCH, A.B., '12; B.S., '14; A.M., '23.  
1925, *Principal*, Lincoln High School; Lincoln, Nebraska.
- 1920 ELBERT K. FRETWELL, Ph.D.  
1917, *Professor*, Teachers' College, Columbia University; New York City.
- 1926 CHARLES A. FREY.  
Roosevelt High School; Portland, Oregon.
- 1925 SHELDON FRICK, A.B., '15.  
1923, *Principal*, Clay County Community High School; Clay Center, Kansas.
- 1926 DEWEY FRISTOE.  
*Principal*, High School; Mt. Zion, Illinois.
- 1917 V. K. FROULA, A.B., '98.  
Roosevelt High School; Seattle, Washington.
- 1925 IRMA B. FRUIT, B.S., '21.  
1924, *Principal*, Polo Community High School; Polo, Illinois.

- 1925 CHARLES E. FRY.  
Atkinson School; Portland, Oregon.
- 1925 B. F. FULKS.  
Mansfield High School; Mansfield, Ohio.
- 1924 CARLETON S. FULLER, A.B., '15.  
1923, *Principal*, South Paris High School; South Paris, Maine.
- 1926 ERNEST C. FULLER.  
Ricker Classical Institute; Houlton, Maine.
- 1924 WILBUR N. FULLER, A.B., '04.  
1923, *Principal*, Yeatman High School; 3616 North Garrison  
Avenue, St. Louis, Missouri.
- 1926 N. F. FULTZ.  
*Vocational Director*, J. Sterling Morton High School; Cicero,  
Illinois.
- 1918 L. A. FULWIDER, A.B., '95; A.M., '05.  
1904, *Principal*, High School; Freeport, Illinois.
- 1923 E. A. FUNK, A.B., '10.  
1917, *Principal*, Arkansas City Junior High School; Arkansas  
City, Kansas.
- 1924 ALAN WINSLOW FURBER, B.Sc., '20.  
1924, *Principal*, Deerfield High School; North Main Street,  
South Deerfield, Massachusetts.
- 1925 CLARENCE E. FURST.  
Collingswood High School; Collingswood, New Jersey.
- 1923 MATHEW PAGE GAFFNEY, B.S., '12; M.A., '19.  
1924, *Principal*, Central High School; Aberdeen, South Da-  
kota.
- 1922 M. C. GALLAGHER, B.A., '18.  
1921, *Principal*, Detroit High School; Detroit, Michigan.
- 1926 M. C. GALLAGHER.  
Two Harbors, Minnesota.
- 1925 W. G. GAMBILL.  
State Preparatory; Boulder, Colorado.
- 1924 HERMAN GAMMONS, A.B., '05.  
1921, *Principal*, Arlington High School; Arlington, Massa-  
chusetts.
- 1925 F. R. GANZER.  
Colfax, Illinois.
- 1923 CARL A. GARDNER, B.A., '11; M.A., '15.  
1922, *Principal*, North Fort Worth High School; Fort Worth,  
Texas.
- 1925 H. E. GARDNER.  
West Junior High School; Lansing, Michigan.
- 1924 R. H. GARDNER, B.S., '21.  
1923, *Principal*, Orland Consolidated School; Madison, South  
Dakota.
- 1925 C. G. GARLAND.  
Boothbay Harbor, Maine.

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- 1924 OSCAR L. GARLAND, A.B., '19.  
1922, *Principal*, Mendon High School; Mendon, Massachusetts.
- 1926 O. RAYMOND GARLAND.  
*Principal*, High School; Brookfield, Massachusetts.
- 1922 HOMER L. GARRETT.  
Louisiana State University; Baton Rouge, Louisiana.
- 1924 R. E. GARRETT, Ph.B., '23.  
1923, *Principal*, Belvidere High School; Belvidere, Illinois.
- 1923 RANSOME J. GARRETT, B.S., '20.  
1922, *Principal*, Richmond High School; Richmond, Maine.
- 1924 T. H. GARRETT.  
Tubman High School; Augusta, Georgia.
- 1925 J. B. GARRISON, B.S., '22.  
1920, *Principal*, Rural High School; Sylvia, Kansas.
- 1925 NEIL F. GARVEY.  
Marshall, Illinois.
- 1925 R. A. GARVIN.  
Vernon Heights Junior High School; Marion, Ohio.
- 1924 AVERY E. GASPINS, A.B., '17.  
1922, *Principal*, Falling Spring High School; Renick, West Virginia.
- 1924 Q. D. GASQUE, B.S., '22.  
1925, *Principal*, Warren County High School; Front Royal, Virginia.
- 1926 HILARION GASTONQUAY.  
Lubec High School; Lubec, Maine.
- 1926 C. E. GATES.  
*Principal*, Public School; Nemo, South Dakota.
- 1926 F. W. GATES.  
Minneapolis, Minnesota.
- 1926 J. D. GEIGER.  
Mount Vernon High School; Mount Vernon, Ohio.
- 1924 CHARLES H. GEISE, A.B., '06; M.A., '01.  
1922, *Principal*, Senior High School; Watertown, South Dakota.
- 1925 WILLIAM B. GENEVA, A.B., '14; L.L.B., '17; B.Ed., '17.  
*Superintendent of Schools*, Stockton High School; Stockton, Illinois.
- 1924 E. T. GENHEIMER.  
Waco High School; Waco, Texas.
- 1925 FRANK L. GEON.  
Mobile, Alabama.
- 1924 MERLE S. GETCHELL, A.B., '93; A.M., '96.  
1914, *Headmaster*, Brockton High School; Brockton, Massachusetts.
- 1921 C. W. GETHMANN, A.B., A.M., B.D.  
1921, *Principal*, High School; Oklahoma City, Oklahoma.

- 1924 JOHN T. GIBBONS, S.B., '20.  
1921, *Principal*, Mary E. Wells High School; Southbridge,  
Massachusetts.
- 1923 A. J. GIBSON, A.B., '16; A.M., '20.  
1923, *Principal*, East Fairmont High School; Fairmont, West  
Virginia.
- 1920 W. C. GIESE, B.S., '09; M.A., '17.  
1919, *Principal*, Racine Senior High School; Racine, Wiscon-  
sin.
- 1923 GEORGE H. GILBERT, JR., B.A., '14.  
1917, *Principal*, High School; Wellesley Hills, Massachusetts.
- 1924 JULIUS GILBERT.  
1918, *Principal*, Beatrice High School; Beatrice, Nebraska.
- 1925 P. S. GILLESPIE, B.S., '14.  
1924, *Principal*, Greeley High School; Greeley, Colorado.
- 1921 J. F. GILLILAND, A.B.  
1923, *Principal*, Hutchinson Senior High School; Hutchinson,  
Kansas.
- 1926 MINNIE GILLIS.  
Baileyville High School; Woodland, Maine.
- 1924 AMOS W. GLAD, A.B., '16; A.M., '24.  
1923, *Principal*, Paola High School; Paola, Kansas.
- 1925 DEWEY G. GLASSCOCK, A.B., '22.  
1924, *Principal*, Reinersville High School; Reinersville, Ohio.
- 1924 G. A. GLASSING, B.A., '22.  
*Superintendent*, City Schools; Woonsocket, South Dakota.
- 1918 RONALD P. GLEASON, B.S., '87.  
1905, *Principal*, Technical High School; Scranton, Pennsyl-  
vania.
- 1925 R. GLEAWN.  
High School, Elizabeth, New Jersey.
- 1925 R. B. GLINES.  
Xenia, Illinois.
- 1926 CHARLES E. GLOVER.  
Mt. Vernon High School; Mt. Vernon, Maine.
- 1926 J. L. GOBLE.  
Troy High School; Troy, Ohio.
- 1918 W. L. GOBLE, S.B., '01.  
1905, *Principal*, Elgin High School; Elgin, Illinois.
- 1925 GUY GODDARD.  
West Side Junior High School; Saginaw, Michigan.
- 1925 WILLIAM C. GODSEN, A.B., '20.  
1925, *Superintendent of Schools*; Holly, Colorado.
- 1925 C. E. GOLD, A.B., B.S., '12.  
1923, *Superintendent*, Scotland, South Dakota.
- 1919 W. A. GOODIER, A.B., '08.  
1918, *Principal*, Bloomington High School; Bloomington, Illi-  
nois.

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- 1924 FREEMAN C. GOODWIN, B.Ed., '23.  
1924, *Principal*, Stonington Community High School; Stonington, Illinois.
- 1924 MARTIN FRUBER GOODWIN, A.B., '99.  
1918, *Principal*, High School; Concord, Massachusetts.
- 1925 E. B. GORDON.  
Livermore Falls High School; East Livermore, Maine.
- 1925 W. J. GOREHAM, A.B., '24.  
1924, *Principal*, Armstrong Township High School; Armstrong, Illinois.
- 1918 THOMAS WARRINGTON GOSLING, A.B., '94; A.M., '04; Ph.D., '11.  
1921, *Superintendent*, 22 West Dayton Street, Madison, Wisconsin.
- 1925 A. P. GOSSARD, A.B., '21.  
1925, *Principal*, Coal City Township High School; Coal City, Illinois.
- 1924 CLARENCE N. GOULD, B.S., '19.  
1923, *Principal*, Buckfield High School; Buckfield, Maine.
- 1924 R. E. GOWANS, A.B., '05.  
1908, *Principal*, Ottawa High School; Ottawa, Kansas.
- 1926 C. K. GRAHAM.  
South High School; Lima, Ohio.
- 1925 ROY GRAHAM, A.B., '20.  
1921, *Principal*, Community High School; Viola, Illinois.
- 1919 V. BLANCHE GRAHAM, B.S., '94.  
1910, *Principal*, High School; Naperville, Illinois.
- 1925 W. C. GRAHAM.  
417 Penn Avenue; Wilkinsburg, Pennsylvania.
- 1926 FRANCES V. GRANT, B.S., '21.  
*Principal*, High School; Williamstown, Massachusetts.
- 1925 H. W. GRAY.  
Verdon, South Dakota.
- 1926 JAMES H. GRAY.  
*Principal*, High School; St. Anne, Illinois.
- 1924 LEE T. GRAY, A.B., '02.  
1918, *Headmaster*, Portsmouth High School; Portsmouth, New Hampshire.
- 1924 MAGGIE GRAY.  
*Principal*, High School; Grundy Center, Iowa.
- 1923 W. L. GRAY, A.B., '19.  
1925, *Principal*, Alpena High School; Alpena, Michigan.
- 1926 J. R. GREATHOUSE.  
*Superintendent of Schools*; Pocohontas, Illinois.
- 1926 J. W. GREEN.  
*Principal*, High School; Mazon, Illinois.
- 1926 JOHN W. GREENE.  
Fort Kent High School; Fort Kent, Maine.

- 1924 MELVIN L. GREENFIELD.  
High School; Brimfield, Massachusetts.
- 1923 N. F. GREENHILL.  
County High School; Cullman, Alabama.
- 1925 CLINTON W. GREENWOOD.  
Barre, Massachusetts.
- 1925 P. H. GREMGARD.  
Andover, South Dakota.
- 1925 JOHN E. GREYER.  
Earlville, Illinois.
- 1925 WALTER F. GRIES, A.B., '23.  
1920, *Principal*, Junior High School; Ishpeming, Michigan.
- 1925 WILLIAM H. GRIFFITH, A.B., '21.  
1923, *Principal*, High School; Kanopolis, Kansas.
- 1924 R. I. GRIGSBY, A.B., '18.  
1923, *Principal*, Amos Hiatt Junior High School; Des Moines, Iowa.
- 1924 JOHN O. GRIMES, B.S., & Ed., '13; A.M., '23.  
1920, *Principal*, Ypsilanti Central High School; Ypsilanti, Michigan.
- 1926 R. M. GRINDLE.  
*Principal*, West Junior High School; Colorado Springs, Colorado.
- 1924 WADE L. GRINDLE, A.B., '13.  
1924, *Principal*, Winchester High School; Winchester, Massachusetts.
- 1923 EMIT D. GRIZZELL, A.B., '15 A.M., '19; Ph.D., '22.  
1922, *Assistant Professor Secondary Education*, University of Pennsylvania; Philadelphia, Pennsylvania.
- 1924 JOHN C. GROOME, Ph.B., '13; A.M., '16.  
1922, *Principal*, East Huntingdon Township High School; Scottdale, Pennsylvania.
- 1920 FRANK L. GROVE, A.B., '09; A.M., '17.  
1918, *Principal*, Mobile High School; Mobile, Alabama.
- 1922 P. F. GROVE, A.B., '13; A.M., '23.  
1922, *Superintendent-Principal*, Mt. Carroll Community High School; Mt. Carroll, Illinois.
- 1925 C. B. GUIN.  
Findlay, Illinois.
- 1924 RUSSELL L. GUIN, B.A., '17.  
1924, *Principal*, Westville Township High School; Westville, Illinois.
- 1926 R. J. GULICK.  
Wayne, Michigan.
- 1925 (Mrs.) T. GUREVITZ.  
613 Oriental Avenue, Atlantic City, New Jersey.
- 1924 GEORGE B. GUSTIN.  
Mattawamkeag High School; Mattawamkeag, Maine.

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- 1926 LOUISE GUTEKUNST.  
1913, *Principal*, Grimes School; Burlington, Iowa.
- 1926 E. R. GUTHRIE.  
Coshocton High School; Coshocton, Ohio.
- 1926 W. F. HAFEMANN.  
*Principal*, High School; Savanna, Illinois.
- 1926 GEORGE A. HAGEN.  
*Instructor*, High School; Des Plaines, Illinois.
- 1926 E. E. HAGER.  
*Principal*, Public School; Trent, South Dakota.
- 1926 ROY S. HAGGARD.  
*Principal*, High School; Stoughton, Massachusetts.
- 1922 W. W. HAGGARD, A.B., '17.  
1924, *Principal*, High School; Rockford, Illinois.
- 1926 RALPH J. HALES.  
*Principal*, High School; Sadorus, Illinois.
- 1917 AVON S. HALL, A.B., '84.  
1913, *Principal*, Medill High School; Chicago, Illinois.
- 1925 C. C. HALL.  
Ipava, Illinois.
- 1925 DANA W. HALL.  
2301 Prairie Avenue, Chicago, Illinois.
- 1926 H. HALL.  
*Principal*, High School; Hettick, Illinois.
- 1924 SYDNEY B. HALL.  
Danville Public Schools; Danville, Virginia.
- 1924 WALTER F. HALL, A.B., '09; A.M., '10; Ed.M., '24.  
1923, *Principal*, Canton High School; Canton, Massachusetts.
- 1924 WALTON, S. HALL.  
135 Ocean Street, Lynn, Massachusetts.
- 1926 WEBSTER HALL.  
*Principal*, High School; Provincetown, Massachusetts.
- 1926 JAMES R. HALLIBURTON, B.S., '17; Ed.M., '24.  
1925, *Principal*, High School; Albia, Iowa.
- 1925 (Mrs.) H. S. HALLMAN.  
Iona, South Dakota.
- 1924 M. S. HALLMAN, Ph.B., '09; A.M., '17.  
1924, *Principal*, Senior High School; Dubuque, Iowa.
- 1925 J. C. HAMBLETON.  
Grades High School; Columbus, Ohio.
- 1924 NATHAN C. HAMBLIN.  
1910, *Principal*, High School; Andover, Massachusetts.
- 1924 MYRON C. HAMER, B.S., '20.  
1923, *Principal*, Farmington High School; 7 Court Street, Farmington, Maine.
- 1922 JESSIE M. HAMILTON.  
Morey Junior High School; Denver, Colorado.



- 1926 R. H. HAMILTON.  
*Principal*, High School; Thompsonville, Illinois.
- 1925 R. L. HAMON.  
Peabody College; Nashville, Tennessee.
- 1926 M. A. HAMPSHIRE, A.B., '17.  
1922, *Principal*, Junior High School; Fort Dodge, Iowa.
- 1921 HERBERT F. HANCOX, A.B., '10; A.M., '11.  
1919, *Principal*, Central Y. M. C. A., 19 South La Salle Street,  
Chicago, Illinois.
- 1926 H. C. HAND.  
Monticello, Minnesota.
- 1925 W. C. HANDLIN.  
Lincoln, Illinois.
- 1922 JOHN LOUIS HANEY, B.S., '98; A.M., '00; Ph.D., '01.  
1920, *President*, Central High School; Philadelphia, Pennsylvania.
- 1920 BEN M. HANNA, A.B., '17.  
1917, *Vice Principal*, Rockford High School; Rockford, Illinois.
- 1919 C. C. HANNA.  
Benton, Illinois.
- 1926 JOHN CALVIN HANNA.  
*State Supervisor of High Schools*; 1004 South Second Street,  
Springfield, Illinois.
- 1919 L. W. HANNA, Ph.B., '09.  
1917, *Principal*, Township High School; Centralia, Illinois.
- 1917 ROY F. HANNUM, A.B., '07.  
1923, *Principal*, High School; Ottumwa, Iowa.
- 1924 F. E. HANSCOM, M.A.  
1897, *Principal*, Gould's Academy; Bethel, Maine.
- 1925 R. J. HANSON.  
Alamosa High School; Alamosa, Colorado.
- 1926 LLOYD L. HARGIS.  
*Principal*, High School; McLean, Illinois.
- 1917 RICHARD T. HARGREAVES, A.B., '02.  
1918, *Principal*, Central High School; Minneapolis, Minnesota.
- 1924 P. J. HARKNESS.  
Armour, South Dakota.
- 1924 L. B. HARMON.  
Provo High School; Provo, Utah.
- 1922 E. L. HARMS, A.B., '15.  
1917, *Principal*, Augusta Senior High School; 234 Broadway;  
Augusta, Kansas.
- 1922 PAUL W. HARNLY, A.B., '15; A.M., '16.  
1923, *Principal*, Senior High School; Grand Island, Nebraska.

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- 1924 R. W. HARRIMAN, A.B., '10.  
1919, *Principal*, William Hall High School; West Hartford, Connecticut.
- 1925 J. H. HARRIS.  
Humboldt, South Dakota.
- 1924 HENRY H. HARRIS, A.B., '21; A.M., '22.  
1919, *Headmaster*, Lowell High School; Lowell, Massachusetts.
- 1926 WILLIAM HARRIS.  
*Superintendent of Schools*; Urbana, Illinois.
- 1924 FORD O. HARRISON, A.B., '11.  
1921, *Principal*, Wells School, Canton, Ohio.
- 1926 R. E. HARSHMAN.  
Athens High School; Athens, Ohio.
- 1925 EMMA M. HART.  
Eureka, South Dakota.
- 1924 MELVIN C. HART, B.S., '20.  
1921, *Principal*, Birmingham High School; Birmingham, Michigan.
- 1924 ALTON HARRISON HARTFORD, A.B., '06.  
1919, *Principal*, Medfield High School; Medfield, Massachusetts.
- 1924 DFEW T. HARTHORN, A.B., '94; A.M., '97.  
1912, *Principal*, Coburn Classical Institute; Waterville, Maine.
- 1925 R. C. HARTMAN.  
Oskaloosa, Iowa.
- 1925 WILBUR HASHBARGER, B.S., '23.  
1924, *Principal*, Sharon Rural High School; Sharon, Kansas.
- 1924 CHARLES B. HASKELL, A.B., '13.  
1919, *Principal*, High School; South Portland, Maine.
- 1921 CHARLES O. HASKELL, A.B., '13; A.M., '20.  
1918, *Superintendent of Schools*, Community High School; Harvard, Illinois.
- 1920 L. W. HAVILAND.  
1917, *Principal*, Onargo Township High School; Onargo, Illinois.
- 1918 WALTER W. HAVILAND, A.B., '93.  
1912, *Principal*, Friends' Select School, Philadelphia, Pennsylvania.
- 1922 WILLIAM HAWKES, A.B., '12.  
1919, *Principal*, Township High School; Toulon, Illinois.
- 1925 M. E. HAWK.  
East High School; Akron, Ohio.
- 1926 WILLIAM M. HAWK.  
Lebanon High School; Lebanon, Ohio.
- 1924 MASON A. HAWKINS.  
Baltimore, Maryland.

- 1925 F. B. HAWORTH.  
Glenwood, Iowa.
- 1924 MABEL M. HAWTHORNE.  
Punabou High School; Honolulu, Hawaii.
- 1925 ROY M. HAYES.  
Washburn High School; Washburn, Maine.
- 1922 WILLIAM F. HEAD.  
Arthur Hill High School; Saginaw, Michigan.
- 1925 J. W. HEADLEY.  
Garden City, South Dakota.
- 1925 R. J. HEALEY.  
Onaway, Michigan.
- 1925 D. J. HEATHCOTTE.  
Washington Junior High School; Kalamazoo, Michigan.
- 1923 WILLIAM HEATON, Ph.B., '04.  
1922, *Principal*, Centennial High School; Pueblo, Colorado.
- 1924 MARTHA HEERMANS.  
Hayden Public Schools; Hayden, Arizona.
- 1925 W. T. HEINIG.  
Ben Avon High School; Ben Avon, Pennsylvania.
- 1926 L. S. HEINS.  
Moose Lake, Minnesota.
- 1921 A. G. HEITMANN, A.B., '08.  
1920, *Principal*, High School; Sioux City, Iowa.
- 1924 IDA J. HELFRICH, M.A., '20; B.L., '01.  
1922, *Principal*, Carthage High School; Carthage, Illinois.
- 1924 DANIEL B. HELLER, M.A., '13; A.B., '24.  
1922, *Superintendent*; Vermilion, South Dakota.
- 1926 LUTHER HELLER.  
Mountain Iron, Minnesota.
- 1926 SIMON E. HELLER.  
Grand Rapids, Minnesota.
- 1925 H. R. HEMTIC.  
*Superintendent of Schools*; Atlanta, Georgia.
- 1924 HAROLD T. HENDERSHOT, B.S., '17.  
1924, *Principal*, Millerton High School; Millerton, New York.
- 1926 A. J. HENDERSON.  
*Principal*, High School; Easton, Illinois.
- 1925 E. B. HENDERSON.  
Bridgeport, Illinois.
- 1923 L. E. HENDERSON, A.B., '16.  
*Principal*, High School; Concordia, Kansas.
- 1926 IRA R. HENDRICKSON.  
*Principal*, High School; Mt. Morris, Illinois.
- 1922 H. E. HENDRIX, A.B., '01; LL.B., '08; A.M., '03.  
1920, *Principal*; Mesa Union High School; Mesa, Arizona.
- 1923 S. D. HENDRIX, A.S., '15.  
1921, *Principal*, Iola High School; Iola, Kansas.

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- 1925 WALTER R. HEPNER.  
Fresno High School; Fresno, California.
- 1923 J. R. HERVEY, A.B., '15.  
1920, *Principal*, South Haven High School; South Haven,  
Michigan.
- 1925 VIRGINIA P. HICKS, A.B., '13.  
1912, *Principal*, Lakin High School; Lakin, Kansas.
- 1925 D. M. HICKSON.  
Lancaster High School; Lancaster, Ohio.
- 1925 R. C. HIETT.  
Greenville, Illinois.
- 1925 LEON C. HIGH.  
Ironwood, Michigan.
- 1921 LUELLA HIGHTSHOE, A.B., '07; A.M., '10.  
1919, *Principal*, High School; Shenandoah, Iowa.
- 1925 E. H. HILDEBRANDT.  
Stevens Point, Wisconsin.
- 1924 J. W. HILL, A.B., '15.  
1922, *Superintendent of Schools*, Orlinda Public Schools; Or-  
linda, Tennessee.
- 1925 N. HILL.  
Duncan, Oklahoma.
- 1923 ROSCOE C. HILL, A.B., '04; A.M., '11.  
1920, *Principal*, East High School; Denver, Colorado.
- 1918 THOMAS CRAWFORD HILL, A.B., '81.  
1904, *Principal*, Christian Fenger High School; Chicago, Illi-  
nois.
- 1923 WILLIAM C. HILL, A.B., '94; A.M., '23.  
1910, *Principal*, Central High School; Springfield, Massa-  
chusetts.
- 1924 H. S. HILLEBOE.  
Augustana Academy; Sioux City, South Dakota.
- 1925 MIRIAM HILLYARD, B.A., '22.  
Dows, Iowa.
- 1924 FREDERICK W. HILTON.  
High School; East Weymouth, Massachusetts.
- 1920 C. M. HIMEL.  
*Principal*, Des Plaines Township High School; Des Plaines,  
Illinois.
- 1924 FRANKLIN A. HINCKLEY, B.L., '01; M.A., '24.  
1917, *Principal*, Box Elder High School; Brigham City, Utah.
- 1925 D. A. HINE.  
Neosho Rapids Rural High School; Neosho Rapids, Kansas.
- 1924 C. E. HINSHAW, A.B., '10; A.M., '22.  
1915, *Principal*, Kokomo High School; Kokomo, Indiana.
- 1926 L. F. HIRE.  
*Principal*; Wyandotte, Michigan.
- 1916 A. M. HITCH, A.B., '97; B.S., '07.  
1907, *Principal*, Kemper Military School; Boonville, Missouri.

- 1918 FREDERICK ST. J. HITCHCOCK.  
1906, *Supervising Principal*, Chapman Technical High School;  
New London, Connecticut.
- 1926 W. W. HOBBS.  
Minneapolis, Minnesota.
- 1923 FREDERICK C. HODGDON, A.B., '94.  
Ginn & Company; 70 Fifth Avenue, New York, N. Y.
- 1926 FREDERICK M. HODGE, A.B., '24; Ed.M., '25.  
*Principal*, Elizabeth Lowell High School; Cotuit, Massa-  
chusetts.
- 1923 JOHN A. HODGE, A.B., '09; A.M., '10.  
1916, Summer High School; Kansas City, Kansas.
- 1924 EARL B. HODGES, B.Di., '09; A.B., '11; M.A., '23.  
1924, *Principal*, Washington Union High School; Centerville,  
California.
- 1924 GEORGE W. HODGKINS.  
1821 Kalorama Road, Washington, D. C.
- 1924 R. E. HOFSTAD.  
*Superintendent of Schools*; Elkton, South Dakota.
- 1924 C. ALLEN HOGLE, B.S., '14.  
*Principal*, Senior and Junior High School; Newton, Iowa.
- 1922 P. M. HOKE.  
Heyworth, Illinois.
- 1923 WILLIAM R. HOLBERT, Ph.B., '14.  
1920, *Principal*, Somerville High School; Somerville, New  
Jersey.
- 1924 WILLIAM C. HOLDEN.  
Weaver High School; Hartford, Connecticut.
- 1923 RAY B. HOLLINGSHEAD, A.B., '21.  
1921, *Principal*, Cripple Creek High School; Cripple Creek,  
Colorado.
- 1925 ANNA HOLLISTER.  
Vermilion, South Dakota.
- 1924 WALLACE F. HOLMAN.  
Madison High School; Madison, Wisconsin.
- 1924 CLARENCE W. HOLMES, Ph.B., '05.  
1918, *Principal*, High School; East Douglas, Massachusetts.
- 1925 RALPH HOLSINGER, A.B., '22.  
1923, *Principal*, High School; Sedgwick, Kansas.
- 1924 L. C. HOLSTON, C.E., '95.  
1922, *Principal*, Yarmouth High School; Yarmouth, Maine.
- 1924 FRANK E. HOLT.  
Whitman, Massachusetts.
- 1926 WALTER HOLTON.  
Campbell, Minnesota.
- 1925 EDWARD F. HONN.  
Bisbee, Arizona.
- 1925 J. TURNER HOOD.  
Hopkinton, Massachusetts.

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- 1918 WALTER D. HOOD, B.A., '94.  
1908, *Principal*, The Gilbert School; Winsted, Connecticut.
- 1925 GROVER HOOKER.  
Arvada Schools; Arvada, Colorado.
- 1925 SMITH B. HOPKINS.  
Vinalhaven, Maine.
- 1925 CHARLES R. HORNBACK.  
Downs, Illinois.
- 1924 MEYERS B. HORNER, A.B., '13.  
1920, *Principal*, High School; Coraopolis, Pennsylvania.
- 1923 WALTER HORST, A.B., '16.  
1917, *Principal*, Three Rivers, Michigan.
- 1919 B. Q. HOSKINSON, A.B., '16; A.M., '17.  
Augusta, Illinois.
- 1919 H. W. HOSTETLER.  
Olney, Illinois.
- 1923 IVAN P. HOSTETLER, B.S., '19.  
1922, *Principal*, Miami High School; Miami, Arizona.
- 1920 O. C. HOSTETLER, B.S., '22.  
*Superintendent of Schools*; Charleston, Illinois.
- 1924 T. C. HOSTETLER.  
*Principal*, High School; Minier, Illinois.
- 1926 MINNIE P. HOSTETTLER.  
*Dean of Girls*, High School; Decatur, Illinois.
- 1922 HENRY G. HOLTZ, Ph.D., '15; M.A., '15.  
1924, *Supervisor*, State High School; Little Rock, Arkansas.
- 1924 J. L. HOUSE, A.B., '03; A.M., '09.  
*Principal*, Central Union High School; El Centro, California.
- 1919 G. E. HOWARD.  
1918, *Superintendent of Schools*; Farina, Illinois.
- 1925 LESTER HOWARD, B.S., '15.  
Corning, Iowa.
- 1925 CARLTON D. HOWE.  
Adams, Massachusetts.
- 1925 C. M. HOWE.  
Norwood High School; Norwood, Ohio.
- 1924 F. J. HOWE, M.Ped., '02.  
1923, *Principal*, High School; Muscatine, Iowa.
- 1925 O. W. HOWELL.  
Gays, Illinois.
- 1923 GEORGE HARRISON HOWER, B.S., '12; B.Ped., '06.  
1922, *Principal*, Ellis High School; Ellis, Kansas.
- 1923 C. F. HOWLAND, A.B., '90.  
1923, *Principal*, Bristol High School; Bristol, Maine.
- 1925 GEORGE W. HOWLAND.  
Worcester, Massachusetts.
- 1925 J. D. HOWLETT.  
Milton, Massachusetts.

- 1922 A. E. HUBBARD.  
Wellington, Illinois.
- 1926 O. S. HUBBART.  
*Principal*, High School; Roseville, Illinois.
- 1925 (REV.) LEIGH G. HUBBELL, Litt.B., '18; Ph.D., '24.  
1924, *Assistant Principal of Secondary Education*, University  
of Notre Dame; Notre Dame, Indiana.
- 1926 LEROY S. HUCKINS.  
*Principal*, Addison High School; Addison, Maine.
- 1926 B. L. HUDLOFF.  
Luverne, Minnesota.
- 1922 CHARLES S. HUFF, A.B.  
1910, *Principal*, High School; Asbury Park, New Jersey.
- 1925 EUGENE A. HUFF.  
Rangeley, Maine.
- 1926 P. C. HUFFINGTON.  
*Principal*, High School; Forrest, Illinois.
- 1925 A. J. HUGGETT.  
Newberry, Michigan.
- 1918 H. D. HUGHES, A.B., '08; A.M., '17.  
Brewer Teachers' Agency; 431 South Wabash Avenue, Chi-  
cago, Illinois.
- 1925 J. F. HUGHES, A.B., '09.  
1923, *Principal*, Senior High School; Independence, Kansas.
- 1924 J. W. HUGHES.  
*Principal*, Lincoln High School; East St. Louis, Illinois.
- 1923 R. O. HUGHES, A.B., '00.  
1913, Peabody High School; Pittsburgh, Pennsylvania.
- 1925 JOHN H. HUGHEY.  
Bonnie, Illinois.
- 1922 JAY EARLE HULET, A.B., '22.  
*Superintendent of Schools*; Astoria, Illinois.
- 1924 L. B. HULL, A.M.  
1924, *Principal*, Latimer Junior High School; Pittsburgh,  
Pennsylvania.
- 1925 R. H. HULTGREN.  
Orion, Illinois.
- 1924 JOHN G. HULTON, A.B., '18.  
1922, *Principal*, Latrobe High School; Latrobe, Pennsylvania.
- 1925 J. T. HUMMER.  
Central High School; Binghamton, New York.
- 1924 MERLE F. HUNT, A.B., '15.  
1925, *Principal*, Union High School; Windsor Locks, Connec-  
ticut.
- 1922 R. C. HUNT, B.S., '18.  
1917, *Superintendent of Schools*; Fredonia, Kansas.
- 1923 W. F. HUNTER, B.A., '12.  
1921, *Superintendent of Schools*; Platteville, Colorado.

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- 1924 A. H. HUNTINGTON.  
*Assistant Principal*, Yeatman High School; St. Louis, Missouri.
- 1924 MARSHALL W. HURLIN, A.B., '20.  
 1924, *Principal*, Brownville Junior High School; Brownville, Maine.
- 1925 F. E. HURSHMAN.  
 Athens High School; Athens, Ohio.
- 1923 HARRY HUSTON, A.B., '05.  
 1915, *Principal*, High School; Blackwell, Oklahoma.
- 1925 J. W. HUTCHINS, A.B., '78; A.M., '81.  
 1888, *Principal*, Malden High School; Malden, Massachusetts.
- 1924 ABBIE M. HUTCHINSON, B.S., '06.  
 1920, *Principal*, Hastings High School; Hastings, Minnesota.
- 1922 J. L. HUTCHINSON, B.S., '15.  
 1911, *Principal*, Senior High School; Pittsburg, Kansas.
- 1919 CLEMENT C. HYDE, A.B., '92; L.H.D., '12.  
 1911, *Principal*, Public High School; Hartford, Connecticut.
- 1925 E. A. HYLDOFT, A.B., '16; A.M., '23.  
 1924, *Principal*, High School; Lindsborg, Kansas.
- 1924 ERNEST ILER.  
 Downers Grove, Illinois.
- 1925 H. A. INDALL.  
 Valley Springs, South Dakota.
- 1924 W. L. INGOLD.  
 Walkertown, North Carolina.
- 1926 HERBERT S. INGRAHAM.  
 Milo High School; Milo, Maine.
- 1925 DEAN INMAN.  
 Granville, Illinois.
- 1926 ERNEST D. JACKMAN, A.B., '12; A.M., '24.  
*Principal*, High School; Dalton, Massachusetts.
- 1924 C. W. JACKSON, A.B., '04; M.S., '12.  
 1917, *Principal*, Beaver High School; Bluefield, West Virginia.
- 1924 EURIS J. JACKSON, B.S., '23.  
 1923, *Principal*, Mt. Olive Community High School; Mt. Olive, Illinois.
- 1923 LAMBERT L. JACKSON, M.Pd., '00; D.Pd., '06; Ph.D., '06.  
 1920, *Assistant Commissioner*; Trenton, New Jersey.
- 1925 C. T. JACOB, A.B., '07.  
 1923, *Superintendent*, Greely Kansas Schools; Greely, Kansas.
- 1925 SARAH JACOBS.  
 Seiler School; Harrisburg, Pennsylvania.
- 1925 C. C. JACOBSON.  
 Senior High School; Canton, South Dakota.



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- 1924 WILLIAM ALONZO JAMES, B.S., '94; M.A., '95.  
1905, *Principal*, Ball High School; Galveston, Texas.
- 1922 DANIEL F. JANTZEN, A.B., '21.  
*Principal*, Phoenix Union High School; Phoenix, Arizona.
- 1926 H. H. JARMAN.  
*Principal*, High School; Long View, Illinois.
- 1925 MARY I. JARMEN.  
Monticello, Iowa.
- 1926 E. M. JASPER.  
*Principal*, High School; Palestine, Illinois.
- 1925 CORA JEFFERS.  
Painsdale, Michigan.
- 1926 URBAN B. JEFFRIES.  
*Principal*, High School; Charleston, Illinois.
- 1923 ARTHUR W. JELLISON.  
1922, *Principal*, Boothbay Harbor High School; Boothbay Harbor, Maine.
- 1925 F. C. JENKINS.  
State High School; Jackson, Mississippi.
- 1924 HOPKIN JENKINS, A.B., '00; LL.B., '02; M.A., '07.  
1909, *Principal*, Jefferson High School; Portland, Oregon.
- 1925 THORNTON JENKINS.  
Malden, Massachusetts.
- 1926 JOSEPHINE JENNESS.  
Willmar, Minnesota.
- 1925 RALPH W. JENNINGS.  
Grundy Center, Iowa.
- 1926 LOUISE JERREL, B.A., '23; M.A., '25.  
1925, *Girls' Adviser*, Amos Hiatt Junior High School; Des Moines, Iowa.
- 1924 FRANK H. JEWETT, B.A., '13.  
1916, *Principal*, High School; Old Orchard, Maine.
- 1926 A. P. JOHNSON.  
*Superintendent of Schools*; Kankakee, Illinois.
- 1925 A. T. JOHNSON.  
Joy, Illinois.
- 1924 CHARLES A. JOHNSON, B.A., '07.  
1917, *Superintendent of Schools*; Walsenburg, Colorado.
- 1921 FRANKLIN W. JOHNSON, A.B., '91; A.M., '94; L.H.D., '16.  
1919, *Teachers' College*; 120th Street and Broadway, New York, New York.
- 1925 G. F. JOHNSON.  
Tecumseh, Michigan.
- 1926 J. A. JOHNSON.  
Sioux Falls, South Dakota.
- 1922 JOHN H. JOHNSON.  
Tremont, Illinois.

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- 1925 J. N. JOHNSON.  
Thawville, Illinois.
- 1926 J. O. JOHNSON.  
Stillwater, Minnesota.
- 1926 MILTON JOHNSON.  
Fulda, Minnesota.
- 1924 O. J. JOHNSON.  
Fairmont Public Schools; Fairmont, Minnesota.
- 1923 RALPH W. JOHNSON, Ph.B., '24.  
1920, *Superintendent of Schools*; Royal Center, Indiana.
- 1926 SEXTON JOHNSON.  
Public Schools; Tampa, Florida.
- 1925 FRED R. JOHNSTON.  
Masardis, Maine.
- 1924 L. R. JOHNSTON, A.B., '14.  
1922, *Principal*; 111 Steele Street, High Point, North Carolina.
- 1924 MARSHALL JOHNSTON.  
1917, *Principal*, George W. Brackenridge High School; San Antonio, Texas.
- 1922 C. E. JOINER.  
Le Roy, Illinois.
- 1926 MARY E. JOINER, B.A., '08; M.A., '22.  
1925, *Principal*, High School; Des Moines, Iowa.
- 1926 ALTA M. JONES.  
*Principal*, High School; Nederland, Colorado.
- 1918 ARTHUR J. JONES, A.B., '93; Ph.D., '07.  
1915, *Professor of Secondary Education*, University of Pennsylvania; Philadelphia, Pennsylvania.
- 1923 ARTHUR OWEN JONES, B.S., '99; M.A., '07.  
1922, *Principal*, Woodward High School; Cincinnati, Ohio.
- 1925 C. F. JONES, B.S., '16.  
1922, *Superintendent*, Greensburg Schools; Greensburg, Kansas.
- 1923 GALEN JONES, B.A., '18; M.A., '21.  
1924, *Principal*, Salpulpa High School; Salpulpa, Oklahoma.
- 1926 G. PRICE JONES.  
*Principal*, High School; Panama, Illinois.
- 1924 P. A. JONES, A.B., '10.  
1914, *Principal*, Sharon High School; Sharon, Pennsylvania.
- 1924 WALTER P. JONES.  
Macon, Georgia.
- 1922 WILLIAM O. JONES.  
1916, *Principal*, De Land Township High School; De Land, Illinois.
- 1926 S. A. JORDAHL.  
Fertile, Minnesota.

- 1924 JAMES L. JORDON, A.B., '08.  
1918, *Principal*, Braintree High School; Braintree, Massachusetts.
- 1923 J. STEVANS KADESCH, A.B., '10.  
1921, *Headmaster*, Medford High School; Medford, Massachusetts.
- 1924 W. LESLIE KAISER, A.B., '19.  
1922, *Principal*, Jacksonville High School; Jacksonville, Illinois.
- 1925 G. B. KAPPELMAN, B.S., '17.  
1923, *Principal*, Miltonvale Rural High School; Miltonvale, Kansas.
- 1924 J. F. KARBER.  
1920, *Principal*, Ridgeway Community High School; Ridgeway, Illinois.
- 1922 D. L. KATTERJOHN, B.S., '96; A.B., '18; A.M., '19.  
1920, *Principal*, Labette County High School; Altamont, Kansas.
- 1922 CARL R. KEELER, A.B., '17.  
1920, *Superintendent of Schools*; Greenleaf, Kansas.
- 1925 HARRY KEELER.  
Lindbloom High School; 6130 S. Lincoln Sreet, Chicago, Illinois.
- 1926 OTIS KEELER.  
*Principal*, High School; Melvin, Illinois.
- 1924 (MRS.) CLARA C. KEEZEL, B.S.  
1922, *Principal*, Knott County High School; Hindman, Kentucky.
- 1922 MARGUERITE WITMER KEHR, B.A., '11; M.A., '14; Ph.D., '20.  
1921, *Dean and Assistant Professor of Education*, Lake Forest College; Lake Forest, Illinois.
- 1918 PAUL G. W. KELLER, B.S., '01.  
1924, *Superintendent*, Public Schools of Eau Claire; Eau Claire, Wisconsin.
- 1926 ARTHUR J. KELLEY.  
Jonesboro High School; Jonesboro, Maine.
- 1925 C. E. KELLEY.  
Gilman High School; Mount Desert, N. E. Harbor, Maine.
- 1926 NORMAN J. KELLEY.  
Bluehill George Stevens Academy; Bluehill, Maine.
- 1923 GLENN K. KELLY, A.B., '16.  
1923, *Principal*, Houghton High School; Houghton, Michigan.
- 1926 MURVA R. KELLY.  
Dubuque, Iowa.
- 1924 WILLIAM KEMPTON.  
Cape Elizabeth High School; Gape Elizabeth, Maine.
- 1924 EDITH KENNON, Ph.B., '20.  
Anamosa, Iowa.

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- 1922 HARRY V. KEPNER, A.B., '90; A.M., '97; Sc.D., '17.  
1919, *Principal*, West Side High School; Denver, Colorado.
- 1924 ALVIN R. KEPPEL, B.A., '17.  
1924, *Principal*, Marietta High School; Marietta, Ohio.
- 1924 THOMAS W. KERFOOT, B.S., '18.  
1920, *Principal*, High School; Fort Madison, Iowa.
- 1924 ARMAND KERLAOUEZO.  
Plains, Montana.
- 1925 D. E. KERR, B.S., '23.  
1923, *Superintendent*, Public Schools; Lost Springs, Kansas.
- 1926 FLORENCE I. KERR.  
Gallia Academy High School; Gallipolis, Ohio.
- 1925 W. H. KERR.  
Kansas State Teachers' College; Emporia, Kansas.
- 1925 J. H. KERSHNER, A.B., A.M., '14.  
1924, *Principal*, Harper High School; Harper, Kansas.
- 1924 R. K. KESTER, A.B., '07.  
1918, *Principal*, Yakima Senior High School; Yakima, Washington.
- 1924 R. N. KETCHAM, A.B., '13; Ph.B., '04.  
1914, *Supervisor*, Oak Park & River Forest Township High School; Oak Park, Illinois.
- 1926 OTIS N. KEYES.  
*Principal*, High School; London Mills, Illinois.
- 1921 ETHEL J. KEYS.  
High School; Mattoon, Illinois.
- 1925 J. A. KEYSER, B.S., '16.  
1920, *Principal*, Academy-High School; New Concord, Ohio.
- 1925 C. L. KEZER.  
*Principal*, Secondary School, Oklahoma A. & M. College; Stillwater, Oklahoma.
- 1924 (MRS.) ALICE G. KIDDER, A.B., '04.  
1921, *Principal*, Plainfield Community High School; Plainfield, Illinois.
- 1924 H. E. KILBOURNE.  
1918, *Principal*, Abilene High School; Abilene, Kansas.
- 1925 MAE KILCULLEN.  
Elgin, Illinois.
- 1925 J. H. KILE, A.M., '13.  
1924, *Superintendent*, Baker University; Alma, Kansas.
- 1925 GEORGE E. KIMBALL, A.B., '06.  
1919, *Principal*, High School; Somerset, Massachusetts.
- 1925 OWEN J. KINDALL.  
New Castle, Colorado.
- 1926 D. M. KING.  
Delphos High School; Delphos, Ohio.

- 1924 J. P. KING, A.B., '01.  
1923, *Principal*, Northeast High School; Kansas City, Kansas.
- 1926 JAMES P. KING.  
*Principal*, High School; Stow, Massachusetts.
- 1919 C. H. KINGMAN, A.B., '05.  
1913, *Principal*, Township High School; Ottawa, Illinois.
- 1924 A. C. KINGSFORD.  
Baraboo, Wisconsin.
- 1925 ROY C. KINZIE, A.B., '24.  
1923, *Principal*, High School; Plevna, Kansas.
- 1921 THOMAS J. KIRBY, A.B., '06; M.A., '10; Ph.D., '13.  
1920, *Professor of Secondary Education*, University of Iowa; Iowa City, Iowa.
- 1924 EDNA KIRK, A.B., '11.  
1923, *Principal*, Hutsonville Township High School; Hutsonville, Illinois.
- 1924 H. H. KIRKPATRICK.  
*Principal*, High School; Tuscola, Illinois.
- 1919 GERALD W. KIRN, Ph.B., '09; M.A., '13.  
1919, *Principal*, High School; Council Bluffs, Iowa.
- 1925 (REV.) R. G. KIRSCH.  
Central Catholic High School; Toledo, Ohio.
- 1926 C. R. KITSON.  
*Principal*; Houghton, Michigan.
- 1925 HERBERT W. KITTREDGE.  
Westfield, Massachusetts.
- 1926 HARVEY KLEIN.  
*Principal*, DePaul University; 84 East Randolph Street, Chicago, Illinois.
- 1926 FRED J. KLUSS, A.B., '15.  
1923, *Principal*, West High School; Waterloo, Iowa.
- 1925 ROY KNAPP, A.B., '17.  
1923, *Principal*, Lecompton Schools; Lecompton, Kansas.
- 1924 H. E. KNARR, B.S., '09; A.B., '12; M.A., '13.  
*Superintendent*, Des Plaines Grammar Schools; Des Plaines, Illinois.
- 1922 ROBERT R. KNOWLES, B.S., '09.  
1920, *Principal*, Industrial Arts High School; Sterling, Colorado.
- 1921 OSCAR F. KOCH, Ph.B.  
1921, *Principal*, High School; Kewanee, Illinois.
- 1924 R. KOCH.  
*Superintendent of Schools*; Vivian, South Dakota.
- 1924 GROVER C. KOFFMAN, A.B., '10; M.A., '11.  
1919, *Principal*, Shreveport High School; Shreveport, Louisiana.
- 1918 G. J. KOONS, A.B., '12.  
1918, *Principal*, Township High School; Pontiac, Illinois.

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- 1919 LEONARD V. KOOS, A.B., '07; A.M., '15; Ph.D., '16.  
1919, *Professor of Secondary Education*, University of Minnesota; Minneapolis, Minnesota.
- 1923 ZOLA KRAMME, A.B., '16.  
1925, *Principal*, High School; Hampton, Iowa.
- 1925 A. W. KRAUSE.  
South High School; Grand Rapids, Michigan.
- 1926 PEARL R. KRAUSE.  
Hill City, Minnesota.
- 1923 MATHILDA KREBS.  
1917, *Principal*, Westmont-Upper Yoder High School; Johnstown, Pennsylvania.
- 1926 L. ADA KREIDER.  
*Principal*, High School; Varna, Illinois.
- 1926 L. R. KRESENSKY.  
Mankato, Minnesota.
- 1925 EDWARD D. KROESCH, A.B., '15; A.M., '16.  
1920, *Principal*, High School; Hoisington, Kansas.
- 1925 H. W. KROHN.  
1920, *Principal*, Community High School; New Athens, Illinois.
- 1925 EARNEST KROST.  
Coffeen, Illinois.
- 1919 RICHARD E. KRUG.  
1903, *Principal*, North Division High School; Milwaukee, Wisconsin.
- 1923 LEWIS D. KRUGER, B.S., '10.  
1921, *Principal*, Rosedale High School; Kansas City, Kansas.
- 1919 W. W. KRUMSIEK, A.B., '13.  
Edwardsville, Illinois.
- 1926 CHARLES E. KUECHLER.  
*Principal*, High School; Metcalf, Illinois.
- 1925 MAURICE J. LACEY, A.B., '04; A.M., '20.  
1919, *Headmaster*, Jamaica Plain High School; Boston, Massachusetts.
- 1926 R. L. LAKENSGAARD.  
Harmony, Minnesota.
- 1924 CHARLES B. LAMB, A.B., '97.  
1925, *Principal*, Groveland High School; Groveland, Massachusetts.
- 1924 MILTON B. LAMBERT, A.B., '13.  
1923, *Principal*, Houlton High School; Houlton, Maine.
- 1925 GEORGE A. LAND.  
Merchantville, New Jersey.
- 1924 EMIL LANGE.  
Edison Junior High School; 719½ Loma Vista Drive, Long Beach, California.

- 1925 R. EMERSON LANGFITT.  
Beckley High School; Beckley, West Virginia.
- 1926 M. V. LANTHORN.  
*Principal*, High School; Carlock, Illinois.
- 1923 (MRS.) ZENOIDE LARKINS.  
1921, *Principal*, Northville High School; Northville, Michigan.
- 1924 HOWARD PAUL LARRABEE, B.S., '22.  
1923, *Principal*, Wells High School; Wells, Maine.
- 1922 JOHN A. LARSON, A.B., '12; A.M., '23.  
1917, *Principal*, Senior High School; Little Rock, Arkansas.
- 1926 J. V. LARSON.  
Montevideo, Minnesota.
- 1926 MARIE M. LARSON.  
Princeton, Minnesota.
- 1925 MERVILLE LARSON.  
Castlewood, Colorado.
- 1926 THEODORE B. LARSON.  
Dodge Center, Minnesota.
- 1926 WILLIAM LATHROP.  
*Superintendent of Schools*; Mokena, Illinois.
- 1926 J. A. LAU.  
*Representative*, Scott Foresman & Company; 623 South Wabash Avenue, Chicago, Illinois.
- 1926 E. W. LAUER.  
*Principal*, High School; Petersburg, Michigan.
- 1924 W. W. LAUTERBACH, B.S., '21.  
1922, *Principal*, Zeigler Community High School; Zeigler, Illinois.
- 1925 W. J. LAWRENCE, A.B., '23.  
1923, *Principal*, Tyndall High School; Tyndall, South Dakota.
- 1924 CHESTER E. LAWSON, A.B., '20; M.A., '23.  
1924, *Principal*, Rural High School; Severance, Kansas.
- 1924 ERNEST J. LAWTON, B.S., '10.  
1922, *Principal*, Orange High School; Orange, Massachusetts.
- 1924 C. M. LAYTON, B.S., '20.  
1924, *Principal*, Washington High School; Massillon, Ohio.
- 1919 H. W. LEACH, B.S., '11.  
1925, *Principal*, Central High School; Lima, Ohio.
- 1925 ROY E. LEARNED.  
Elk Grove Union High School; Elk Grove, California.
- 1925 MARY LEDBETTER.  
J. Sterling Morton High School; Cicero, Illinois.
- 1925 AMES C. LEE, A.B., '22.  
1923, *Principal*, Manning High School; Manning, Iowa.
- 1925 JAMES F. LEEBL.  
Garden Grove Consolidated Schools; Garden Grove, Iowa.

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- 1922 CHARLES E. LEFURGE, A.B., '16.  
1918, *Principal*, Lansing Senior High School; Lansing, Michigan.
- 1925 H. O. LEGRANDE, A.B., '21.  
1922, *Principal*, Kansas High School; Kiowa, Kansas.
- 1926 MARIE A. LEHERN.  
Wells, Minnesota.
- 1926 PAUL E. LEMARR.  
*Instructor*, High School; Decatur, Illinois.
- 1925 JOHN A. LEMMER, Ph.B., '18; M.A., '25.  
1925, *Principal*, Escanaba High School; Escanaba, Michigan.
- 1926 G. W. LEMON.  
Wakefield, Michigan.
- 1919 J. E. LEMON, A.B., '83.  
1894, *Superintendent of Schools*, Blue Island, Illinois.
- 1924 M. L. LENNON, M.A.  
District High School; Harpers Ferry, West Virginia.
- 1925 LULA LEONARD.  
Galatia, Illinois.
- 1926 LOUIS F. W. LESEMAN.  
*Principal*, Chicago Training School; 4949 Indiana Avenue, Chicago, Illinois.
- 1925 BERT LESTER.  
1919, *Principal*, Ashkum High School; Ashkum, Illinois.
- 1924 ORLANDO ATWOOD LESTER, B.S., '22.  
1922, *Principal*, Eastern Maine Institute; Springfield, Maine.
- 1925 GEORGE L. LETTS, B.S., '10; Ph.B., '17.  
1924, *Superintendent of Schools*, York Community High School; Elmhurst, Illinois.
- 1922 MARTHA M. LETTS, A.B., '83.  
1903, *Principal*, High School; Sedalia, Missouri.
- 1925 E. A. LEWEY.  
Litchfield, Illinois.
- 1926 HARRY E. LEWIN.  
Danforth High School; Danforth, Maine.
- 1925 ARTHUR LEWIS.  
Pecatonica, Illinois.
- 1923 JAMES A. LEWIS, B.S., '15.  
1922, *Principal*, Westbrook High School; Westbrook, Maine.
- 1925 WILLIAM DODGE LEWIS.  
38 East Greenwood Avenue, Lansdowne, Pennsylvania.
- 1924 JONAS LEYMAN, B.S., '10.  
1913, *Superintendent of Schools*; Elkpoint, South Dakota.
- 1926 LULU A. LEXA, B.A., '18.  
1925, *Girls' Adviser*, Woodrow Wilson Junior High School; Des Moines, Iowa.
- 1924 DWIGHT L. LIBBEY, A.B., '20.  
1922, *Principal*, West Paris High School; West Paris, Maine.



- 1923 E. S. LIDE, A.B., '14; LL.B., '16.  
Okmulgee, Oklahoma.
- 1925 ERNEST LIGHTBODY, A.B., '17.  
1923, *Principal*, Grade Schools and High School; Belvue, Kansas.
- 1922 M. E. LIGON, A.B., '05; A.M., '21.  
Lexington, Kentucky.
- 1922 E. E. LILJEQUIST, B.Ed., '24.  
1924, *Superintendent of Schools*; Fulton, Illinois.
- 1926 JOHN LINDAHL.  
Crosby, Minnesota.
- 1920 R. V. LINDSEY, B.E., '19.  
*Principal*, Pekin Community High School; Pekin, Illinois.
- 1926 MYRTLE LINK.  
Lake Crystal, Minnesota.
- 1925 LOUISE W. LINTHICUM, B.S., '23.  
1910, *Principal*, Annapolis High School; Annapolis, Maryland.
- 1922 CORA Z. LIPPE, B.S., '11.  
1921, *Principal*, Witt High School; Witt, Illinois.
- 1922 F. W. LIPPER, A.B., '14.  
1920, *Principal*, Sterling High School; Sterling, Kansas.
- 1918 SHERMAN LITTLER, A.B., '11; A.M., '12.  
1921, *Principal*, Township High School; Henry, Illinois.
- 1924 JAMES A. LOBBAN, A.B., '98; A.M., '99.  
1903, *Principal*, Bartlott High School; Webster, Massachusetts.
- 1925 RUEBEN J. LOCKEY, B.L., '22.  
1923, *Principal*, Grinell Rural High School; Grinell, Kansas.
- 1920 A. V. LOCKHART, A.B., '15; A.M., '17.  
Calumet City, Illinois.
- 1926 LUTHER A. LOCKWOOD.  
Rushville High School; Rushville, Indiana.
- 1925 J. C. LOEVENGUTH, B.S., '15.  
*Principal*, Junior High School; Wichita, Kansas.
- 1926 MARGUERITE LOGAN.  
1922, *Principal*, High School; Ruthven, Iowa.
- 1919 E. H. LOMBER, Ph.B., '03; Ph.M., '06.  
1906, *Principal*, Canandaigua Academy; Canandaigua, New York.
- 1924 EDITH A. LONGBON, Ph.B., '12.  
1918, *Principal*, Berea High School; Berea, Ohio.
- 1925 G. E. LOOMIS, A.B., '16.  
1919, *Principal*, Central High School; Big Rapids, Michigan.
- 1924 H. B. LOOMIS, A.B., '85; Ph.D., '90.  
1905, *Principal*, Hyde Park High School; Chicago, Illinois.
- 1925 R. H. LOOMIS, A.B., '22.  
1923, *Principal*, Bendena Rural High School; Bendena, Kansas.

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- 1926 GEORGE E. LORD.  
Norway High School; Norway, Maine.
- 1925 N. S. LORD, A.B., '03.  
1906, *Principal*, Bridge Academy; Dresden Mills, Maine.
- 1925 DOLAND H. LOREE, B.S., '22; M.A., '25.  
Box 491, Geneva, Illinois.
- 1924 SETH A. LORING, A.B., '05.  
1920, *Principal*, Howe High School; Billerica, Massachusetts.
- 1925 DANIEL W. LOTHMAN, A.B., '85.  
1910, *Principal*, East High School; Cleveland, Ohio.
- 1923 NORMAN D. LOTHROP, B.A., '17.  
1922, *Principal*, Milton LaForest High School; Oakland, Maine.
- 1923 HAROLD LOUCKS, B.A., '15.  
1925, *Principal*, Junior High School; Arkansas City, Kansas.
- 1924 PHILIP LOVEJOY, A.B., '16.  
*Principal*, High School; Mount Clemens, Michigan.
- 1922 A. W. LOWE, A.B., '00.  
1922, *Principal*, Portland High School; Portland, Maine.
- 1923 M. L. LOWERY, A.B., '09; A.M., '14.  
1922, *Principal*, Senior High School; New Brunswick, New Jersey.
- 1926 W. R. LOWERY.  
*Superintendent of Schools*; Hoopeston, Illinois.
- 1919 W. M. LOY.  
Gibson City, Illinois.
- 1924 MICHAEL H. LUCEY, B.S., '06; A.M., '08; Ph.D., '09.  
1917, *Principal*, Julia Richman High School, 67th Street and Second Avenue, New York City.
- 1924 B. G. LUDWIG.  
Martins Ferry, Ohio.
- 1925 AUGUST J. LUKES, B.S., '21.  
1924, *Principal*, Chesterfield Community High School; Chesterfield, Illinois.
- 1924 F. A. LUNAN, B.A., '17.  
1923, *Principal*, High School; Chariton, Iowa.
- 1926 CARL E. LUNDIN.  
Windom, Minnesota.
- 1925 C. J. W. LUTTRELL.  
Ashtabula City High School; Ashtabula, Ohio.
- 1925 H. V. LYNN.  
Byron, Illinois.
- 1918 EDMUND D. LYON, A.B., '02; Ped.D., '08.  
*Principal*, Withrow High School; Cincinnati, Ohio.
- 1925 FRANCES E. LYONS.  
Lyons, Michigan.
- 1922 S. H. LYTLE, A.B., '15.  
1920, *Principal*, High School; Manistee, Michigan.

- 1924 MARY MACDONALD, B.A., '05.  
1921, *Principal*, Northfield High School; Northfield, Massachusetts.
- 1925 E. H. MACDONALD.  
Strong, Main.
- 1923 FRANCIS J. MACELWANE.  
2535 Collingwood Avenue., Toledo, Ohio.
- 1925 ALBERT C. MACGREGORY, Ph.D., '93.  
1914, *Master*, Brockton High School; Brockton, Massachusetts..
- 1924 L. O. MACHLAN, A.M., '22.  
1920, *Supervisor Secondary Education*; Gunnison, Colorado.
- 1924 ALFRED R. MACK, Ph.D., '22.  
1922, *Principal*, High School; Warren, Massachusetts.
- 1926 CHAUNCEY D. MACKAY.  
*Principal*, High School; Wellfleet, Massachusetts.
- 1926 DONALD W. MACKAY.  
State Teachers College; Greeley, Colorado.
- 1925 H. MACKENZIE.  
Genoa, Illinois.
- 1926 C. L. MACKEY.  
Oberlin High School; Oberlin, Ohio.
- 1924 EARLE H. MACLEOD, B.S., '19.  
1923, *Principal*, Howard High School; West Bridgewater, Massachusetts;
- 1919 J. P. MACMILLAN.  
Board of Education, Methodist Episcopal Church; 150 Fifth Avenue, New York, N. Y.
- 1924 J. W. MACNEIST, Ph.B., '11.  
Allyn & Bacon Company; 1006 South Michigan Avenue, Chicago, Illinois.
- 1925 DAVID T. MAGILL, B.S., '24.  
1924, *Principal*, Richmond-Burton Community High School; Richmond, Illinois.
- 1925 O. H. MAGLY.  
West High School; Columbus, Ohio.
- 1923 EVAN L. MAHAFFEY, B.A., '07; M.A., '11.  
1920, *Principal*, South High School; Columbus, Ohio.
- 1926 GEORGE O. MAIN.  
*Principal*, High School; Bluffs, Illinois.
- 1925 G. G. MANKEY.  
Nutley High School; Nutley, New Jersey.
- 1923 JOSEPH F. MANLEY.  
Boys' High School; Patterson, New Jersey.
- 1926 DERBY HORACE MANN.  
*Principal*, High School; Villa Grove, Illinois.
- 1924 GILBERT C. MANN, B.S., '15.  
1923, *Principal*, Oliver Ames High School; North Easton, Massachusetts.

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- 1922 MARTIN M. MANSPERGER, B.Sc., in Ed.  
1921, *Principal*, High School; Zanesville, Ohio.
- 1926 ERIC W. MANSUR.  
*Principal*, High School; Northborough, Massachusetts.
- 1921 J. O. MARBERRY, A.B., '08; A.M., '16.  
1921, *Principal*, Rockford High School; Rockford, Illinois.
- 1924 LINDSAY J. MARCH, A.B., '21; A.M., '23.  
1923, *Principal*, Foxcraft Academy; Dover-Foxcraft, Maine.
- 1926 ROBERT MARES, B.S.  
*Principal*, High School; Woonsocket, South Dakota.
- 1925 LOUIS O. MARKLAU, A.B., '22; A.M., '16.  
1920, *Principal*, Gunnison County High School; Gunnison, Colorado.
- 1921 FRANK H. MARKHAM, A.B., '11.  
1921, *Principal*, Jersey Township High School; Jerseyville, Illinois.
- 1923 EDWARD T. MARLATT, Ph.B., '03; M.A., '25.  
1918, *Principal*, High School; Hackensack, New Jersey.
- 1926 ROBIE D. MARRINER.  
Jackman High School; Jackman Place, Maine.
- 1925 GEORGE C. MARSDEN, A.B., '14; Ed.M., '25.  
1922, *Principal*, Plymouth High School; Plymouth, Massachusetts.
- 1924 CHARLES W. MARSHALL, B.A., '88.  
1919, *Principal*, High School; Conway, Massachusetts.
- 1925 DONALD E. MARSHALL.  
*Principal*, High School; Ludlow, Massachusetts.
- 1924 FRANKLIN O. MARSHALL, Ph.B., '15; B.S., '17; A.M., '18.  
1919, *Principal*, Vermilion Academy; Vermilion Grove, Illinois.
- 1925 FRED L. MARSHALL.  
Wapella, Illinois.
- 1918 GEORGE EDWARD MARSHALL, A.B., '90.  
1907, *Principal*, Davenport High School; Davenport, Iowa.
- 1917 J. E. MARSHALL, B.S., '01; M.A., '19.  
1916, *Principal*, Central High School; 1696 Blair Street, St. Paul, Minnesota.
- 1925 K. H. MARSHALL.  
Harding High School; Marion, Ohio.
- 1925 L. M. MARSHALL.  
Brownell Junior High School; Cleveland, Ohio.
- 1923 I. V. MARTIN, A.B., '17.  
1924, *Superintendent*, Medicine Lodge Public Schools; Medicine Lodge, Kansas.
- 1926 F. A. MARTY.  
Breckenridge, Minnesota.
- 1925 GEORGE MASSELINK.  
Willow Lake, South Dakota.

- 1925 R. C. MASTERMAN.  
Winthrop, Maine.
- 1917 J. G. MASTERS, Ph.B., '12; A.M., '15.  
1915, *Principal*, Central High School; Omaha, Nebraska.
- 1925 A. R. MATHENY.  
Bismarck, Illinois.
- 1924 NEIL D. MATHEWS, B.S., M.A., '23.  
1924, *Principal*, West Commerce High School; Cleveland,  
Ohio.
- 1923 NORMAN L. MATHEWS, B.S., '16.  
1918, *Principal*, Senior High School; Waterville, Maine.
- 1922 ARTHUR J. MATTESON, A.B., '14.  
1920, *Principal*, A.D. Johnston High School; Bessemer, Mich-  
igan.
- 1922 E. W. MATTOON.  
St. Joseph, Illinois.
- 1926 HAROLD R. MAURER.  
Willard High School; Willard, Ohio.
- 1926 GENEVA M. MAUSETH.  
Springfield, Minnesota.
- 1918 E. O. MAY, B.S., '11.  
1921, *Principal*, Township High School; Robinson, Illinois.
- 1922 HERMAN MAYHEW.  
Morgan Park Military Academy; 2139 North 111th Street,  
Chicago, Illinois.
- 1925 H. A. MAYHNE.  
Beecher, Illinois.
- 1924 R. J. MAYO, M.A., '21.  
1913, *Superintendent*, Hopkins Public School; Hopkins, Min-  
nesota.
- 1924 VERNON GRIFFITH MAYS, Ph.B., '94; A.M., '05.  
1923, *Principal*, Fergus County High School; Lewistown,  
Montana.
- 1923 L. F. MEADE, Ph.B., '03.  
1921, *Principal*, Senior High School; Port Huron, Michigan.
- 1925 E. E. MECHAM, B.S., '17.  
1923, *Principal*, Lorraine Rural High School; Lorraine, Kan-  
sas.
- 1925 F. J. MEIER, B.A., '09; M.A., '10.  
1923, *Vice Principal*, West High School; Des Moines, Iowa.
- 1925 OTTO MEIERDIERKS.  
Modesto, Illinois.
- 1925 E. B. MELL.  
Athens High School; Athens, Georgia.
- 1921 A. R. MELROSE, A.B., '15; M.A., '23.  
1923, *Principal*, High School; Charles City, Iowa.
- 1921 CHARLES E. MELTON, A.B.S., '17.  
1921, *Principal*, Walnut Commercial High School; Walnut,  
Illinois.

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- 1920 MONROE MELTON.  
1920, *Principal*, Hall Township High School; Spring Valley, Illinois.
- 1925 BESSIE L. MENDENHALL, (Mrs.) A.B., '16.  
1922, *Principal*, High School; Merrill, Iowa.
- 1924 GEORGE H. MERRIAM, A.B., '16.  
1916, *Principal*, Good Will High School; Hinckley, Maine.
- 1918 A. W. MERRILL, A.B., '90.  
1923, *Assistant Superintendent of Schools*; Des Moines, Iowa.
- 1924 EVAN W. D. MERRILL.  
Marlboro, Massachusetts.
- 1924 LEE S. MERRILL.  
Kingston, Massachusetts.
- 1923 LOUISE A. MERRILL, Ph.B., '94; A.B., '18.  
1918, *Principal*, Byers Junior High School; Denver, Colorado.
- 1926 NEAL C. MERRILL.  
Waterville Junior High School; Waterville, Maine.
- 1924 BION C. MERRY, A.B., '02.  
1919, *Principal*, Lexington High School; Lexington, Massachusetts.
- 1923 R. B. MERTZ, B.S., B.Pd., '16.  
1921, *Principal*, Trinidad High School; Trinidad, Colorado.
- 1924 BRUCE W. MERWIN, A.B., B.S., '11; A.M., '24.  
1921, *Principal*, Wallace County Community High School; Sharon Springs, Kansas.
- 1925 A. A. METCALF.  
Michigan State Normal School; Ypsilanti, Michigan.
- 1924 D. E. METTS, A.B., '14; M.A., '22.  
1918, *Principal*, Shore High School; Euclid, Ohio.
- 1924 CARL H. MEYER, A.B., B.S., '02; A.M., '23.  
1902, *Principal*, Central High School; Canton, Ohio.
- 1925 I. IVAN MEYER.  
Washington High School; Cedar Rapids, Iowa.
- 1926 J. W. MEYER.  
Washington Junior High School; Duluth, Minnesota.
- 1925 WILLIAM W. MEYER, Ph.B., '24.  
1923, *Principal*, Community High School; Harvard, Illinois.
- 1916 ARMAND R. MILLER, B.S., '97; A.M., '23.  
*Principal*, Roosevelt High School; 3200 Hartford Street, St. Louis, Missouri.
- 1925 A. W. MILLER.  
1921, *Principal*, Junior High School; Great Bend, Kansas.
- 1923 BERTHA M. MILLER.  
Junior High School; Butler, Pennsylvania.
- 1926 B. R. MILLER.  
Marshalltown, Iowa.
- 1923 B. R. MILLER.  
Eudora Rural High School; Eudora, Kansas.

- 1926 CHARLES MILLER.  
St. James, Minnesota.
- 1924 CLIFFORD W. MILLER, A.B., '10; A.M., '11.  
1923, *Principal*, Story High School; Manchester, Massachusetts.
- 1922 D. W. MILLER, B.S., '21.  
1922, *Principal*, Community High School; Geneva, Illinois.
- 1918 E. F. MILLER, Ph.B., Ph.M.  
1911, *Principal*, Ryen High School; Youngstown, Ohio.
- 1925 EDGAR MILLER.  
Kennard Junior High School; Cleveland, Ohio.
- 1917 EDWIN L. MILLER, A.B., '90; A.M., '91.  
1922, *Director of Languages*, Board of Education; Detroit, Michigan.
- 1924 EMMETT T. MILLER, A.B., '15; B.S., '16; A.M., '25.  
1918, *Principal*, Hannibal Senior High School; Hannibal, Missouri.
- 1916 FRED J. MILLER, A.B., '15; M.A., '23.  
1913, *Principal*, East High School; Waterloo, Iowa.
- 1925 FRED L. MILLER, B.S., '21.  
1923, *Superintendent and Principal*, Valley Falls High School; Valley Falls, Kansas.
- 1922 H. L. MILLER, A.B., '02.  
1912, *Professor of Education*, University of Wisconsin; Madison, Wisconsin.
- 1918 H. P. MILLER.  
1893, *Principal*, Public High School; Atlantic City, New Jersey.
- 1923 MABEL E. MILLER, A.B., '14.  
1921, *Principal*, High School; Littleton, Colorado.
- 1924 PAUL S. MILLER, A.B., '10; A.M., '23.  
1922, *Principal*, Meriden High School; Meriden, Connecticut.
- 1925 R. L. MILLER, B.S., '19.  
1925, *Superintendent*, Hazen High School; Hazen, North Dakota.
- 1925 W. E. MILLER, A.B., '11; M.A., '16.  
1917, *Principal*, Middletown, Ohio.
- 1926 GEORGE H. MILLS.  
*Principal*, High School; Cadillac, Michigan.
- 1922 C. L. MILTON, A.B., '15.  
1920, *Principal*, High School; St. Joseph, Michigan.
- 1925 GEORGE J. MINEAR.  
Dallas City, Illinois.
- 1919 FRED C. MITCHELL, B.S., '00; M.A., '06.  
1915, *Principal*, Classical High School; Lynn, Massachusetts.
- 1924 LEROY W. MOAN.  
Howland High School; Howland, Maine.
- 1924 T. O. MOLES, B.S., '13.  
1923, *Principal*, High School; Marshalltown, Iowa.

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- 1925 LEONARD C. MONAHAN.  
Millinocket, Maine.
- 1926 OSCAR V. MONGERSON.  
Chenoa Public School; Chenoa, Illinois.
- 1925 H. F. MONINGER.  
Newark High School; Newark, Ohio.
- 1925 ALICE MONTGOMERY.  
Eastern State Teachers' College; Madison, South Dakota.
- 1922 WILLIAM MONYPENNY, B.S., '17.  
1920, *Principal*, Marion High School; Marion, Kansas.
- 1924 C. H. MOORE, A.M., '17.  
1919, *Principal*, Clarksville High School; Clarksville, Tennessee.
- 1926 GREGORY MOORE.  
Barnsville, Minnesota.
- 1923 HARRY W. MOORE, Ph.B., '13.  
1920, *Supervising Principal*, High Bridge High School; High Bridge, New Jersey.
- 1923 JOHN W. MOORE.  
R. J. Reynolds High School; Winston-Salem, North Carolina.
- 1925 R. C. MOORE.  
*Secretary*, Illinois State Teachers' Association; Carlinville, Illinois.
- 1926 R. P. MOORE.  
Faribault, Minnesota.
- 1925 W. H. MOORE, A.B., '10.  
1919, *Principal*, Rutherford High School; Rutherford, New Jersey.
- 1924 WILLIAM L. MOORE, A.B., '13.  
1924, *Principal*, Longwood Commerce High School; Cleveland, Ohio.
- 1924 FRANK G. MORAN.  
Moran School; Manitou Park on Bainbridge Island, Rolling Bay, Washington.
- 1922 FREDERIC E. MORGAN, A.B., '19.  
1919, *The Principia*; St. Louis, Missouri.
- 1924 D. A. MORGAN, B.S., '22.  
1922, *Principal*, Shawnee-Mission Rural High School; Merriam, Kansas.
- 1925 H. S. MORGAN, B.A., '17.  
1923, *Superintendent of City Schools*; Ashton, South Dakota.
- 1924 E. E. MORLEY.  
*Principal*, West High School; Akron, Ohio.
- 1925 G. A. MORRIS.  
Roosevelt High School; Dayton, Ohio.
- 1924 R. H. MORRIS, A.B., '22.  
1925, *Principal*, Langford High School; Langford, South Dakota.



- 1924 ARTHUR C. MORRISON, A.B., '13.  
1918, *Principal*; Cohasset, Massachusetts.
- 1925 J. C. MORRISON.  
Ohio State University; Columbus, Ohio.
- 1924 R. R. MORROW.  
Florence, Colorado.
- 1924 AMOS CLIFTON MORSE, S.B., '22.  
1923, *Principal*, Huntington High School; Huntington, Massachusetts.
- 1918 FRANK L. MORSE, A.B., '86; A.M., '89.  
1909, *Principal*, Harrison Technical High School; Chicago, Illinois.
- 1925 FRANK PURINTON MORSE, A.B., '90; A.M., '01.  
1923, *Supervisor of Secondary Education*, State Department of Education; State House, Boston, Massachusetts.
- 1924 CLIFFORD A. MORTON, A.B., '98; A.M., '02; M.Pd., '19.  
1898, *Superintendent of Schools*, Union Hill High School; Town of Union, New Jersey.
- 1924 FRANK EVERETT MORTON, B.S., '95; A.B., '96; M.A., '00; Ph.D., '15.  
1924, *Principal and Superintendent*, Lyerly High School; Lyerly, Georgia.
- 1924 ARTHUR J. MOTT.  
North Attleboro, Massachusetts.
- 1926 CHARLES K. MOULTON.  
*Principal*, High School; Milton, Massachusetts.
- 1921 L. E. MOULTON, A.B., '93; Ped.D., '20.  
1909, *Principal*, Edward Little High School; Auburn, Maine.
- 1922 E. L. MOYER, B.A., '14; M.A., '22.  
1923, *Principal*, Marquette High School; Marquette, Michigan.
- 1926 MARGUERITE MOYER.  
*Principal*, High School; Wray, Colorado.
- 1924 A. EDISON MOYERS, A.B., '12; M.S., '22.  
1919, *Superintendent Public Schools*; Sidney, Iowa.
- 1925 GEORGE U. MOYSE.  
322 East Harvard Street, Glendale, California.
- 1924 J. F. MUENCH.  
*Superintendent of Schools*; Mountain Iron, Minnesota.
- 1926 M. C. MUILENBERG.  
Northern State Teachers' College; Aberdeen, South Dakota.
- 1924 JAMES N. MUIR.  
132 East Broad Street, Bethlehem, Pennsylvania.
- 1924 FRED J. MULDER, A.B., '17; A.M., '23.  
1923, *Principal*, Allegan High School; Allegan, Michigan.
- 1920 EDGAR R. MULLINS, A.B., LL.B.  
*Principal*, High School; Coleraine, Maine.
- 1923 F. A. MUNDELL.  
1918, *Principal*, Reno Community High School; Nickerson, Kansas.

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- 1924 PAUL MERRITT MUNRO, A.B., '10; A.M., '24.  
1919, *Principal*, Selma Junior High School; Selma, Alabama.
- 1926 C. H. MUNSON, B.A.  
*Superintendent*, Public School; Menno, South Dakota.
- 1920 IRVING MUNSON, A.B., '13.  
1920, *Superintendent*, Momence Community High School;  
Momence, Illinois.
- 1925 H. B. MUNTZ (Mrs.).  
State Normal School; Clarion, Pennsylvania.
- 1924 GEORGE W. MURDOCK, A.M., '07; Ph.B., '01.  
1913, *Principal*, Southwestern High School; Detroit, Michigan.
- 1924 MARY E. MURPHY.  
Elizabeth McCormick Memorial Fund; 848 North Dearborn  
Street, Chicago, Illinois.
- 1922 MARGARET MURPHY.  
Carlinville, Illinois.
- 1925 B. J. MURRAY.  
Regis High School; Denver, Colorado.
- 1925 LUCILE MURTHA.  
Burbank, South Dakota.
- 1920 JESSIE MUSE.  
1912, *Principal*, Girls High School; Atlanta, Georgia.
- 1925 H. L. MYERS.  
Beaver Dam High School; Beaver Dam, Ohio.
- 1925 L. P. MYERS, A.B., '18.  
1922, *Principal*, Yates Center High School; Yates Center,  
Kansas.
- 1922 RAY F. MYERS, A.B., '14; A.M., '21.  
1922, *Principal*, Thomas Jefferson High School; Council  
Bluffs, Iowa.
- 1919 PERRY W. McALLISTER, A.B.  
1918, *Principal*, Township High School; Lovington, Illinois.
- 1926 W. E. MCBRIDE.  
*Principal*, High School; Greenview, Illinois.
- 1925 G. N. McCLUSKY.  
Huron College Academy; Huron, South Dakota.
- 1926 JOHN L. McCOBB.  
Sherman High School; Sherman, Maine.
- 1917 E. H. KEMPER McCOMB, A.B., '95; A.M., '98.  
1916, *Principal*, Emmerich Manual Training High School;  
Indianapolis, Indiana.
- 1924 ORIE McCONKEY, A.B., '03.  
1896, *Principal*, Washington Irving High School; Clarksburg,  
West Virginia.
- 1922 A. H. McCONNELL, B.C.S., '15; B.Ed., '24.  
1924, *Superintendent and Principal*, Piper City Community  
High School; Piper City, Illinois.
- 1922 W. W. McCONNELL, B.S., '17.  
1922, *Principal*, Junior-Senior High School; Winfield, Kansas.

# Directory of Members

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- 1918 THOMAS J. McCORMACK, A.B., '84; LL.B., '90; A.M., '87; M.S., '91.  
1903, *Principal*, LaSalle-Peru Township High School; LaSalle, Illinois.
- 1926 C. C. McCORMICK.  
*Principal*, High School; Bardolph, Illinois
- 1917 JOSEPH STEWART McCOWAN, Ph.B., '95; A.M., '00.  
1916, *Principal*, High School; South Bend, Indiana.
- 1926 C. A. McCoy.  
*Principal*, High School; Pittsfield, Illinois.
- 1923 D. W. McCoy, A.B., '12; A.M., '23.  
1923, *Principal*, High School; Springfield, Illinois.
- 1925 THOMAS McCUE.  
Cherry, Illinois
- 1922 H. W. McCULLOUGH, A.B., '15.  
1919, *Principal*, Chatsworth Township High School; Chatsworth, Illinois.
- 1925 H. C. McCULLOUGH.  
Coshocton High School; Coshocton, Ohio.
- 1926 H. L. McCULLOUGH.  
Delaware High School; Delaware, Ohio.
- 1916 M. R. McDANIEL, M.S., '05; A.M., '09.  
1914, *Principal*, Oak Park & River Forest Township High School; Oak Park, Illinois.
- 1925 IDA McDERMOTT.  
Fostoria High School; Fostoria, Ohio.
- 1924 E. C. McDONALD, B.A., '99.  
1917, *Principal*, Beaumont High School; Beaumont, Texas.
- 1925 J. G. McDONALD.  
Lake Shore High School; Mt. Clemens, Michigan.
- 1924 R. E. C. McDougall, B.A., '16.  
1923, *Superintendent*; Bradley, Illinois.
- 1926 JANETTE McEWEN.  
Emmettsburg, Iowa.
- 1923 MONTE McFARLANE.  
Ishpeming, Michigan.
- 1925 HOWARD H. McGEE, B.S., '24.  
1924, *Principal*, High School; Beattie, Kansas.
- 1924 R. T. McGrath.  
Lanark, Illinois.
- 1924 EARL C. McGRAW, B.A., '22.  
1922, *Principal*, Hampden Academy; Hampden Highlands, Maine.
- 1926 VERNE McGUFFEY.  
*Superintendent*, Grover High School; Grover, Colorado.
- 1925 IRA H. McIntire.  
*Superintendent*, Green Bay Public Schools; Green Bay, Wisconsin.

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- 1925 B. H. McINTOSH, B.S., '17.  
1920, *Principal*, Cheyenne High School; Cheyenne, Wyoming.
- 1925 DONALD MCKAY.  
Monument, Colorado.
- 1923 MABEL F. MCKEE, B.A., '08.  
1922, *Principal*, High School; Perry, Iowa.
- 1926 MARGARET A. MCKEE.  
1909, *Supervisor of Physical Education*, City Schools; Des Moines, Iowa.
- 1924 WILLIAM P. MCKEE, A.B., '83; A.M., '97.  
1897, *Dean*, Frances Shimer School; Mount Carroll, Illinois.
- 1924 DR. HARRY C. MCKOWN, B.S., '13; A.M., '17; M.A., '21; Ph.D., '23.  
1923, *Assistant Professor of Secondary Education*, University of Pittsburgh; Pittsburgh, Pennsylvania.
- 1924 E. E. McLAUGHLIN.  
Sesser, Illinois.
- 1924 G. P. McLAUGHLIN, A.B., '19.  
Galeton, Colorado.
- 1925 S. J. McLAUGHLIN.  
Besse High School; Albion, Maine.
- 1926 EARL L. McMICHAEL.  
*Principal*, High School; Fort Lupton, Colorado.
- 1926 EDITH McMILLAN.  
*Principal*, Public School; Junius, South Dakota.
- 1919 J. C. McMILLAN, A.B., '12.  
1918, *Principal*, High School; Mason, Illinois.
- 1922 H. C. McMILLIN, A.B., B.S., '13; A.M., '16.  
1918, *Principal*, Senior High School; Coffeyville, Kansas.
- 1923 MAUDE McMINDES, B.S., '16.  
1920, *Principal*, Senior High School; Hays, Kansas.
- 1926 CHAS. McMULLEN.  
*Principal*, High School; Chillicothe, Illinois.
- 1922 J. V. McNALLY, A.B., '21.  
*Assistant Principal*, Northwestern High School; Detroit, Michigan.
- 1918 J. H. McNEEL, A.B., '00.  
1913, *Principal*, High School; 217 St. Lawrence Avenue, Beloit, Wisconsin.
- 1925 W. E. McNELLY, M.A., '22.  
*Principal*, Senior High School; El Dorado, Kansas.
- 1924 E. J. McNELY, B.A., '13; B.S., '16; M.E., '20.  
1923, *Principal*, Community High School; Gillespie, Illinois.
- 1923 R. L. McPHERON, B.S., '08.  
1912, *Principal*, McAlester High School; McAlester, Oklahoma.
- 1922 A. GUY McREYNOLDS.  
Niantic, Illinois.

- 1925 DUNCAN MCRUER.  
Glendale Union High School; Glendale, Arizona.
- 1919 W. E. McVEY, B.S., '16; A.M., '19.  
1919, *Principal*, Thornton High School; Harvey, Illinois.
- 1926 CHARLES NASH.  
*Principal*, Public School; Lesterville, South Dakota.
- 1924 ARVID NELSON, B.S., '16.  
1923, *Principal*, Atwood Community High School; Atwood, Kansas.
- 1922 J. B. NELSON, A.B., '19.  
1921, *Principal*, Batavia High School; Batavia, Illinois.
- 1925 W. E. NELSON.  
Quincy, Illinois.
- 1924 J. E. NEWELL.  
365 South Harris Avenue, Columbus, Ohio.
- 1926 NEAL D. NEWLIN.  
Erskine Academy; South China, Maine.
- 1925 J. I. NEWTON.  
Ironton, Ohio.
- 1926 G. E. NICHOLS.  
*Principal*, Central Junior High School; Decatur, Illinois.
- 1923 G. HARVEY NICHOLLS, B.S., '12; A.M., '24.  
1920, *Principal*, Bound Brook High School; Bound Brook, New Jersey.
- 1924 PAUL S. NICKERSON, A.B., '13; A.M., '14.  
1923, *Principal*, Middleboro High School; Middleboro, Massachusetts.
- 1924 C. E. NICKLE.  
Fort Dodge, Iowa.
- 1925 C. H. NICKLE.  
Valley Junction, Iowa.
- 1925 LEO D. NICOLAUS, B.S., '20.  
1924, *Assistant Principal*, Muscatine High School; Muscatine, Iowa.
- 1926 HUGH NIXON, B.A., '21.  
1925, *Principal*, High School; Avon, Massachusetts.
- 1925 L. W. NIXON, A.B., '21.  
1923, *Principal*, Rural High School; Sun City, Kansas.
- 1918 O. F. NIXON, A.B., '14; A.M., '22.  
1920, *Principal*, East High School; Green Bay, Wisconsin.
- 1926 H. E. NOBLE.  
Crooksville High School; Crooksville, Ohio.
- 1925 MARGARET W. NOBLE, B.A., '16.  
1921, *Principal*, High School; Indianola, Iowa.
- 1926 LOY NORRIS.  
*Principal*, High School; Thebes, Illinois.
- 1925 FRANCIS R. NORTH.  
Girls High School; Paterson, New Jersey.

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- 1924 WARD T. NORTH, B.S., '15.  
1925, *Superintendent of Schools*; Corydon, Iowa.
- 1925 MARY B. NORTON, A.B., '08; A.M., '12.  
1912, *Superintendent*, Faulkton City Schools; Faulkton, South Dakota.
- 1924 CHARLES M. NOVAK, A.B., '08; A.M., '15; LL.B., '12.  
1916, *Principal*, North Eastern High School; Detroit, Michigan.
- 1926 GEORGE E. NOYES, B.S., '24.  
1924, *Principal*, High School; South Dennis, Massachusetts.
- 1918 E. P. NUTTING, A.B., '02.  
1905, *Principal*, High School; Moline, Illinois.
- 1925 L. M. NYE, A.B., '21; M.A., '25.  
1922, *Principal*, Moore Township High School; Farmer City, Illinois.
- 1925 SYLVIA OAKLEY.  
*Librarian*, South Bend High School; South Bend, Indiana.
- 1926 O. L. O'BRIAN.  
*Principal*, High School; Stewardson, Illinois.
- 1923 M. D. OESTREICHER, A.B., '21.  
1922, *Superintendent of Schools*; Bucyrus, Kansas.
- 1925 B. E. OGDEN, A.B., '13.  
1923, *Head*, Department of Education, Yankton College; Yankton, South Dakota.
- 1925 J. LEO O'GORMAN, A.B., '04; A.M., '14.  
1923, *Principal*, Revere High School; Revere, Massachusetts.
- 1925 ALZOTH OHLSON.  
*North Park College*; Chicago, Illinois.
- 1926 W. W. OHLWEILER.  
*Educational Director*, Commonwealth Steel Company; Granite City, Illinois.
- 1924 LAWRENCE J. O'LEARY, B.L., '01.  
1923, *Headmaster*, Lawrence High School; Lawrence, Massachusetts.
- 1925 G. R. OLESON.  
*Smith Center High School*; Smith Center, Kansas.
- 1926 NANCE OLESON.  
*Minneota*, Minnesota.
- 1925 JAMES L. OLIVER.  
*Big Stone City*, South Dakota.
- 1917 F. H. OLNEY, A.B., '91.  
1893, *Principal*, Senior High School; Lawrence, Kansas.
- 1926 H. O. OLSON.  
*President*, Broadview College; LaGrange, Illinois.
- 1923 OLIVER L. OLSON, A.B., '16.  
1922, *Principal*, Lovilia High School; Lovilia, Iowa.
- 1922 GLENN A. OMANS, A.B., '20; M.A., '24.  
1922, *Assistant Principal*, Central High School; Bay City, Michigan.

- 1922 A. B. O'NEIL, B.S., '97.  
1901, *Principal*, High School; Oshkosh, Wisconsin.
- 1925 LEON M. ORCUTT, B.A., '20.  
1924, *Principal*, Hanover Central High School; Hanover Center, Massachusetts.
- 1919 F. L. ORTH, A.B., '00.  
1917, *Principal*, High School; New Castle, Pennsylvania.
- 1925 L. G. OSBORN, B.S., '12; A.B., '14; A.M., '18.  
1920, *Principal*, High School; Wood River, Illinois.
- 1926 EDMUND O. OSBORNE, B.S., '22; M.A., '24.  
*Principal*, Williams High School; Stockbridge, Massachusetts.
- 1922 C. A. OSTIGUY, M.E., '12.  
1924, *Principal*, High School; Manito, Illinois.
- 1926 A. V. OVERN.  
Hutchinson, Minnesota.
- 1923 R. E. OWEN.  
Oak Grove Seminary; Vassalboro, Maine.
- 1924 GARRAH M. PACKER.  
1504 West Main Street, Marshalltown, Iowa.
- 1924 I. C. PAINTER, A.B., '99.  
1911, *Principal*, Wausau High School; Wausau, Wisconsin.
- 1924 HAROLD I. PALMER, A.B., '18.  
1921, *Principal*, Groveland High School; Groveland, Massachusetts.
- 1918 IRVING O. PALMER, A.M., '90.  
1910, *Principal*, Newton Technical High School; Newtonville, Massachusetts.
- 1925 GLENN H. PARK.  
St. Charles High School; St. Charles, Missouri.
- 1925 O. B. PARK, Ph.B., '09; M.S., '15.  
1924, *Principal*, Community High School; Opdyke, Illinois.
- 1926 SUNSHINE PARK.  
*Principal*, High School; London Mills, Illinois.
- 1926 CHESTER PARKER.  
Columbia Falls High School; Columbia Falls, Maine.
- 1925 L. W. PARKER.  
Isabel, South Dakota.
- 1923 J. C. PARLIN.  
1922, *Principal*, Freedom Academy; Freedom, Maine.
- 1924 ARTHUR H. PARMELEE, M.A., '22; A.B., '17.  
1921, *Principal*, Capitol Hill Junior High School; Oklahoma City, Oklahoma.
- 1924 W. R. FARMER, B.S., '19.  
1919, *Principal*, Lansdowne High School; Lansdowne, Pennsylvania.
- 1921 JOHN A. PARTRIDGE, A.B., '04.  
1922, *Principal*, Caribou High School; Caribou, Maine.
- 1924 R. L. PASCHAL.  
Fort Worth Central High School; Fort Worth, Texas.

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- 1923 INEZ PATTERSON, A.B., '13; M.A., '24.  
1922, *Principal*, Lenox High School; Lenox, Iowa.
- 1924 M. ROSE PATTERSON.  
1924, *Vice-Principal and Dean of Girls*, Forest Park High School; Baltimore, Maryland.
- 1925 O. F. PATTERSON, B.S., '25.  
1925, *Principal*, Bethany Township High School; Bethany, Illinois.
- 1922 O. W. PATTERSON, A.B., '13.  
1923, *Principal*, Tucson High School; Tucson, Arizona.
- 1925 S. H. PATTERSON.  
Bridgman, Michigan.
- 1921 DELLA PATTON, B.A., '12.  
1920, *Principal*, High School; Washington, Iowa.
- 1925 ALBERT T. PATTY, B.S., '13.  
1924, *Principal*, Franklin High School; Franklin, Massachusetts.
- 1922 FRANCIS H. J. PAUL, B.A., '97; Pd.M., '02; Ph.D., '03.  
1914, *Principal*, DeWitt Clinton High School; Forest Hills, New York.
- 1925 W. H. PAYNE, B.A., '15.  
1924, *Principal*, Eagle Grove High School; Eagle Grove, Iowa.
- 1921 D. S. PEACOCK.  
Freeport High School; Freeport, Maine.
- 1924 JOHN A. W. PEARCE, B.S., '15.  
1920, *Principal*, Oxford High School; Oxford, Massachusetts.
- 1926 T. H. PEASE.  
*Principal*, High School; Mansfield, Illinois.
- 1925 LEO T. PECK, B.S., '24.  
1924, *Superintendent*, Princeville Public Schools; Princeville, Illinois.
- 1924 RALPH E. PECK, A.B., '18.  
*Headmaster*, East Maine Conference Seminary; Bucksport, Maine.
- 1925 LOUIS J. PELTIER, A.B., '12; A.M., '22.  
1924, *Principal*, High School; Shrewsbury, Massachusetts.
- 1922 CHARLES EDGAR PENCE, A.B., '08; A.M., '10.  
1914, *Principal*, Harvard School for Boys; Chicago, Illinois.
- 1925 J. H. PENDLETON, A.B., '19.  
1921, *Principal*, Caldwell High School; Caldwell, Kansas.
- 1925 H. C. PENDRY.  
Xenia High School; Xenia, Ohio.
- 1926 H. W. PENHALLOW.  
*Principal*, High School; New Raymer, Colorado.
- 1924 C. B. PENNYPACKER, A.M., '00.  
1912, *Principal*, Lower Merion High School; Ardmore, Pennsylvania.
- 1926 ARTHUR C. PERKINS.  
Abbot High School; Abbot, Maine.



- 1924 EVERETT V. PERKINS, A.B., '05.  
1925, *Principal*, Cony High School; Augusta, Maine.
- 1926 LUTHER PERKINS.  
Bridgeport High School; Bridgeport, Ohio.
- 1923 L. T. PERRILL, B.S., '12.  
1922, *Principal*, Dorrance Rural High School; Dorrance, Kansas.
- 1920 RALPH R. PERRINE, A.B., '06.  
1922, *Principal*, High School; Monmouth, Illinois.
- 1926 HAZEL F. PERRY.  
Mound, Minnesota.
- 1923 HARRY A. PETERS, B.A., '02.  
1908, *Principal*, University School; Cleveland, Ohio.
- 1926 W. W. PETERS.  
*President*, College; Mount Morris, Illinois.
- 1924 CHARLES J. PETERSON, A.B., '07.  
1919, *Headmaster*, High School; Wakefield, Massachusetts.
- 1925 E. C. PETERSON, B.A., '22.  
1922, *Superintendent*, Frederick Public School; Frederick, South Dakota.
- 1926 F. M. PETERSON.  
*Principal*, High School; Tolono, Illinois.
- 1924 CHARLES EDWARD PETHYBRIDGE, B.S., '06.  
1924, *Principal*, Topsfield High School; Topsfield, Massachusetts.
- 1923 C. A. PETTERSON, Ph.B., '93.  
1915, *Principal*, Carl Shurz Evening High School; Chicago, Illinois.
- 1925 LAURA K. PETTINGALL.  
Waynflete Latin School; Portland, Maine.
- 1925 JEFFERSON G. PETTY, B.S., Agr., '22.  
1922, *Principal*, Wilson High School; Wilson, Kansas.
- 1924 E. O. PHARES, A.B., '22.  
1922, *Principal*, Community High School; Sheldon, Illinois.
- 1926 W. EARL PHELPS.  
*Assistant Principal*, High School; Decatur, Illinois.
- 1923 H. S. PHILIPS, A.B., '84; A.M., '05.  
1920, *Principal*, Grove Junior High School; Denver, Colorado.
- 1924 C. E. PHILLIPS, A.B., '07; A.M., '09.  
1922, *Principal*, Durham High School; Durham, North Carolina.
- 1926 EDWIN O. PHILLIPS.  
*Principal*, High School; Norwell, Massachusetts.
- 1924 HARRIE J. PHIPPS, B.S., '03; Ed. M., '21.  
1922, *Superintendent of Schools*; Whitinsville, Massachusetts.
- 1923 ELI PICKWICK, JR.  
East Side High School; Newark, New Jersey.

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- 1921 FREDERICK H. PIERCE, A.B., '08.  
1924, *Principal*, Beverly High School; Beverly, Massachusetts.
- 1925 H. W. PIGGOTT.  
Parkersburg High School; Parkersburg, West Virginia.
- 1924 WILLIAM PITTAWAY.  
Ashland, Massachusetts.
- 1926 LEMUEL PITTS.  
*Principal*, Central High School; Pueblo, Colorado.
- 1925 A. H. PLATT, A.B., '06.  
1923, *Principal*, Rural High School; Manhattan, Kansas.
- 1925 G. E. PLATT, A.B., '10.  
1922, *Principal*, Community High School; Keithsburg, Illinois.
- 1924 FREDERIC W. PLUMMER, A.B., '91; A.M., '94; Ph.D., '17.  
1918, *Principal*, High School; Northampton, Massachusetts.
- 1922 LOUIS E. PLUMMER, B.S., '09; B.C.S., '09.  
1918, *Principal*, Fullerton Union High School; Fullerton, California.
- 1925 E. C. POCOCK, B.S., '15.  
1920, *Superintendent*, Hazelton High School; Hazelton, Kansas.
- 1924 WILLIAM F. POLLARD, A.B., '13; Ed.M., '24.  
1924, *Principal*, Arms Academy; Shelburne Falls, Massachusetts.
- 1924 RAY EUGENE POMEROY, A.B., '10; B.S., '15.  
1918, *Principal*, Stoughton High School; Stoughton, Massachusetts.
- 1922 H. J. PONITZ, Ph.B., '20.  
1923, *Principal*, High School; Sault Ste. Marie, Michigan.
- 1926 SADIE PONWITH.  
Winthrop, Minnesota.
- 1924 CHESTER T. PORTER, A.B., '96.  
1917, *Principal*, Classical High School; 46 Fruit Street, Worcester, Massachusetts.
- 1926 GEORGE S. PORTER.  
Winnebago, Minnesota.
- 1923 JENNIE E. POST.  
VanBuren Junior High School; Cedar Rapids, Iowa.
- 1924 LELAH E. POTE, B.A., '15.  
1922, *Principal*, Vermilion High School; Vermilion, South Dakota.
- 1918 JOHN L. G. POTHORF, A.B., '03; M.E., '11; M.A., '11.  
1907, *Principal*, McKinley High School; Canton, Ohio.
- 1925 K. C. POULSON.  
Lowell, Michigan.
- 1917 JOHN RUSH POWELL, A.B., '97; A.M., '99.  
1909, *Principal*, Soldan High School; St. Louis, Missouri.
- 1925 R. C. POWELL, A.B., '22.  
1922, *Principal*, Blissfield High School; Blissfield, Michigan.

- 1925 LEONARD POWER.  
Bryan Street High School; Dallas, Texas.
- 1919 E. W. POWERS.  
Fairbury, Illinois.
- 1925 P. H. POWERS.  
John Adams High School; Cleveland, Ohio.
- 1924 S. W. POWLEY, A.B., '20.  
1923, *Principal*, Dickinson High School; Dickinson, North Dakota.
- 1918 WILLIAM PRAKKEN, A.B., '98; Ph.B., '00.  
1915, *Principal*, High School; Highland Park, Michigan.
- 1924 EARNEST M. PRATT.  
Millbury, Massachusetts.
- 1923 WALTER M. PRATT.  
Waterloo, New York.
- 1926 FRANCES PRESCOTT.  
1920, *Principal*, Junior High School; Cedar Rapids, Iowa.
- 1924 CARRIE A. PRESTON (MRS.) A.B., '08.  
1923, *Principal*, West Plains High School; West Plains, Missouri.
- 1925 CLYDE S. PRICE, B.S., '21; M.S., '22.  
1925, *Superintendent of Schools*; Flat Rock, Michigan.
- 1925 JOHN K. PRICE, B.Ed., '25.  
1923, *Principal*, Waggoner Community High School; Waggoner, Illinois.
- 1919 RALPH W. PRINGLE.  
*Principal*, High School, Illinois Normal University; Normal, Illinois.
- 1924 HELEN PRITCHARD, A.B., '11; A.M., '22.  
1923, *Girls' Adviser*, East High School; Des Moines, Iowa.
- 1923 O. G. PRITCHARD, A.M., '15.  
1922, *Vice-Principal*, East High School; Des Moines, Iowa.
- 1925 CARSON C. PRISER.  
Camargo, Illinois.
- 1921 G. A. PROCK.  
*Principal*, Kennebunkport High School; Kennebunkport, Maine.
- 1921 CLARENCE W. PROCTOR, A.B., '98.  
1920, *Principal*, Bangor High School; Bangor, Maine.
- 1924 RALPH W. PROCTOR, B.S., '21.  
1924, *Principal*, Smith Academy; Hatfield, Massachusetts.
- 1923 H. G. PROVINES.  
Oklahoma City, Oklahoma.
- 1925 EDGAR C. PRUITT.  
1906, *County Superintendent of Schools*; Sangamon County Court House, Springfield, Illinois.
- 1916 MERLE C. PRUNTY, A.B., '09.  
1918, *Principal*, Central High School; Tulsa, Oklahoma.

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- 1925 ROSWELL C. PUCKETT.  
Benjamin Bosse High School; Evansville, Indiana.
- 1923 W. J. PUFFER.  
Dort Junior High School; Flint, Michigan.
- 1922 JOHN H. PUGH.  
Western Teachers' Exchange; 122 South Michigan Avenue,  
Chicago, Illinois.
- 1924 GEORGE C. PURINGTON.  
Fort Fairfield, Maine.
- 1926 EDWIN M. PURINTON.  
Maine Central Institute; Pittsfield, Maine.
- 1924 R. K. PURL, B.S., '22.  
1923, *Principal*, Community High School; Dupon, Illinois.
- 1924 CLIFTON C. PUTNEY.  
Bridgewater, Massachusetts.
- 1925 HELEN J. QUIGLEY.  
1925, *Principal*, Clark High School; Penobscot, Maine.
- 1921 CLARENCE P. QUINTBY, A.B., '10.  
1923, *Principal*, High School; South Manchester, Connecticut.
- 1926 RUSSELL L. QUIN.  
*Principal*, High School; Westville, Illinois.
- 1924 P. E. QUIRING, A.B., '14.  
1917, *Instructor*, Freeman College High School; Freeman,  
South Dakota.
- 1924 THOMAS J. QUIRK, A.B., '15; A.M., '19.  
1920, *Principal*, Milford High School; Milford, Massa-  
chusetts.
- 1923 STEWART R. RACE, A.B., '11.  
1924, *Principal*, Junior-Senior High School; Glen Ridge, New  
Jersey.
- 1923 FRANCES D. RADFORD, A.B., '02; M.A., '22.  
1918, *Principal*, Junior-Senior High School; Menominee,  
Michigan.
- 1919 JAMES RAE, B.S., '05.  
1918, *Principal*, High School and Junior College; Mason City,  
Iowa.
- 1925 L. S. RAGAN.  
Junior High School; Eaton Rapids, Michigan.
- 1919 L. W. RAGLAND, A.B., A.M., '19.  
1922, *Superintendent of Schools*; Normal, Illinois.
- 1919 J. E. RAIBOURN, A.B., '96.  
1916, *Principal*, Township High School; Eldorado, Illinois.
- 1923 ALFRED C. RAMSEY, B.S., '14.  
1920, *Assistant Principal*, Montclair High School; Montclair,  
New Jersey.
- 1924 WOODFORD M. RAND, A.B., '16.  
1924, *Principal*, Newport High School; Newport, Maine.
- 1924 CHARLES S. RANDALL, B.S., '16.  
1921, *Principal*, Norton High School; Norton, Massachusetts.

- 1922 FOSTER S. RANDLE, A.B., '11.  
1922, *Principal*, East Side High School; Madison, Wisconsin.
- 1926 G. P. RANDLE.  
*Representative*, Lyons and Carnahan; Danville, Illinois.
- 1924 S. J. RAWSON.  
Mexico High School; Mexico, Maine.
- 1924 F. E. RAY, B.Sc., '21.  
1923, *Principal*, Cropsey Community High School; Cropsey, Illinois.
- 1926 C. B. RAYBOURN.  
*Principal*, High School; Arvada, Colorado.
- 1926 ARCHIBALD RAYLOR.  
*Principal*, High School; Longmont, Colorado.
- 1918 A. A. REA, A.B., '13.  
1917, *Principal*, West High School; Aurora, Illinois.
- 1921 W. C. REAVIS, A.M.  
1921, *Principal*, University High School, University of Chicago; Chicago, Illinois.
- 1925 A. B. REDENBO, A.B., '21; A.M., '22.  
1923, *Principal*, Community High School; Lyndon, Illinois.
- 1925 CYRIL D. REED.  
Rose Hill, Illinois.
- 1918 EARNEST JOHN REED, A.B., '15.  
1916, *Principal*, Adrian High School; Adrian, Michigan.
- 1918 JOSEPH A. REED, B.S., '06; A.M., '07.  
1906, *Principal*, Franklin High School; Seattle, Washington.
- 1924 TRUMAN G. REED, A.B., '16.  
1922, *Principal*, Central Intermediate High School; Wichita, Kansas.
- 1920 Q. RAY REEDY, B.E., '24.  
*Superintendent*, Public Schools; Bushnell, Illinois.
- 1920 B. L. REEVES.  
1923, *Principal*, Township High School; Williamsville, Illinois.
- 1925 H. C. REICHEL.  
Astoria, Illinois.
- 1922 CECIL K. REIFF.  
*Principal*, Central High School; Muskogee, Oklahoma.
- 1925 F. W. REIMHERR.  
West Orange, New Jersey.
- 1925 F. N. REINBOLDT.  
Shadyside, Ohio.
- 1925 NORMAN I. REIST, B.S., '21.  
*Principal*, High School; Olathe, Kansas.
- 1925 HOMER E. REYNOLDS, A.B., '22.  
1924, *Principal*, Johnston City Township High School; Johnston City, Illinois.
- 1925 JENNIE J. REYNOLDS.  
Romeo, Michigan.

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- 1922 O. M. RHINE, A.B., '13.  
1920, *Principal*, High School; Manhattan, Kansas.
- 1924 CLINTON A. RICE, A.B., '23.  
1923, *Principal*, Benton Harbor High School; Benton Harbor,  
Michigan.
- 1925 I. N. RICE.  
Holyoke High School; Holyoke, Colorado.
- 1924 RALPH D. RICHARDS, A.B., '12.  
1921, *Principal*, Rocky River High School; Cleveland, Ohio.
- 1925 EDWIN A. RICHARDSON.  
Holden, Massachusetts.
- 1923 J. HOMER RICHART, A.B., '11.  
Harveyville, Kansas.
- 1926 JOHN J. RICHESON.  
*Superintendent of Schools*; Decatur, Illinois.
- 1924 MARY O. RICHEY, B.L., '95; M.S., '97.  
1911, Oak Park and River Forest High School; Oak Park,  
Illinois.
- 1926 HERMAN W. RICHTER.  
*Principal*, High School; Bridgewater, Massachusetts.
- 1924 WALTER RIDDLE.  
High School; Elkins, West Virginia.
- 1922 S. H. RIDER, B.A., '14; M.A., '15.  
1919, *Principal*, Wichita Falls High School; Wichita Falls,  
Texas.
- 1924 J. J. RIEMERSMA, A.B., '14.  
1919, *Principal*, Holland High School; Holland, Michigan.
- 1925 P. F. RIES.  
Galion, Ohio.
- 1926 ALVAH O. RING.  
*Principal*, High School; Sterling, Massachusetts.
- 1925 CARLYLE C. RING, B.S., '22.  
1925, *Supervising Principal*, Harrisville High School; Harris-  
ville, New York.
- 1922 E. F. RING.  
1922, *Superintendent*, Saybrook High School; Saybrook, Illi-  
nois.
- 1924 WILFRED HARVEY RINGER, B.A., '08.  
1920, *Principal*, High School; Gloucester, Massachusetts.
- 1921 H. A. RITCHER.  
Leaf River, Illinois.
- 1926 HENRY A. RITTER.  
*Principal*, High School; Vineyard Haven, Massachusetts.
- 1921 B. J. RIVETT, S.B., '14; A.M., '25.  
1920, *Principal*, Northwestern High School; Detroit, Michigan.
- 1924 WILLIAM L. ROACH, A.B., '20; A.M., '22.  
1923, *Principal*, High School; Ponca City, Oklahoma.

- 1925 JAMES L. ROBB.  
Athens School, University of Chattanooga; Athens, Tennessee.
- 1925 RALPH ROBB.  
Phillips County High School; Holyoke, Colorado.
- 1919 WILL C. ROBB, A.B., '14; A.M., '15; J.D., '25.  
1920, *Principal*, Part-Time School; J. Sterling Morton High School; Cicero, Illinois.
- 1923 CHARLES A. ROBBINS, Ph.B., '00.  
1923, *Principal*, Mattanawcook Academy; Lincoln, Maine.
- 1923 CHESTER ROBBINS, A.B., '13; A.M., '22.  
1919, *Principal*, High School; Bridgeton, New Jersey.
- 1925 T. E. ROBBINS.  
Phillip, South Dakota.
- 1926 HELEN R. ROBERTS.  
Little Falls, Minnesota.
- 1924 L. F. ROBERTS.  
West Virginia University; Morgantown, West Virginia.
- 1925 L. B. ROBERTSON.  
Mason, Illinois.
- 1922 R. M. ROBERTSON.  
Amboy, Illinois.
- 1924 EARNEST L. ROBINSON, A.B., '94; A.M., '01.  
Hillsborough County High School; Tampa, Florida.
- 1925 EVERETT W. ROBINSON, A.B., '10; A.M., '16.  
1924, *Principal*, High School; Mansfield, Massachusetts.
- 1923 V. H. ROBINSON.  
Oldtown High School; Oldtown, Maine.
- 1925 W. J. ROBINSON, A.B., '15.  
1923, *Principal*, High School; Lincoln, Kansas.
- 1924 W. T. ROBINSON, B.A., '03; M.A., '17.  
1917, *Principal*, Chattanooga High School; Chattanooga, Tennessee.
- 1923 EMILY ROCKWOOD.  
Calais Academy; Calais, Maine.
- 1917 GEORGE H. ROCKWOOD, A.B., '79; A.M., '82.  
1900, *Principal*, Austin High School; Chicago, Illinois.
- 1925 WILBUR J. ROCKWOOD, B.L., '85.  
1893, *Principal*, Everett Senior High School; Everett, Massachusetts.
- 1926 W. A. RODEAN.  
Olivia, Minnesota.
- 1917 WILLIAM S. ROE, A.B., '05; A.M., '15.  
1920, *Principal*, Colorado Springs High School; Colorado Springs, Colorado.
- 1923 JOSEPH ROEMER, A.B., A.M., Ph.D., '19.  
1920, *Professor of Secondary Education*; Gainesville, Florida.
- 1925 L. B. ROGERS.  
University of Southern California; Los Angeles, California.

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- 1925 V. M. ROGERS.  
Delta High School; Delta, Colorado.
- 1926 T. C. ROLLAND.  
Madison, Minnesota.
- 1925 HARRY E. ROLLINS.  
Turners Falls, Massachusetts.
- 1924 JOHN R. ROONEY.  
Fitchburg, Massachusetts.
- 1923 HARVEY M. ROSA, A.B., '14.  
1922, *Principal*, City High School; River Rouge, Michigan.
- 1925 E. G. ROSE, A.B., '21; M.A., '24.  
1924, *Principal*, Hillsdale High School; Hillsdale, Michigan.
- 1925 ALFRED ROSS.  
Bellevue, Iowa.
- 1921 CAMERON MCKENZIE ROSS, B.A., '15.  
1921, *Superintendent*, Forest City Public School; Forest City, Iowa.
- 1925 A. W. ROTE.  
*Superintendent of Schools*; Littleton, Colorado.
- 1925 WILLIAM C. ROUDENBUSH.  
*Principal*, Westford Academy; Westford, Massachusetts.
- 1925 H. N. ROUNDY.  
Harmony High School; Harmony, Maine.
- 1925 PRESTON ROWE.  
Yarmouth, Massachusetts.
- 1926 ORA M. ROWELL.  
Milroy, Minnesota.
- 1925 SYDNEY V. ROWLAND.  
*Superintendent*, Rudnor Township; Wayne, Pennsylvania.
- 1922 JOHN RUFI, B.S., '18; M.A., '20.  
1924, *Assistant of Secondary Education*, Teachers' College; Columbia University, New York City.
- 1924 H. C. RULE, B.S., '16.  
1921, *Principal*, Junior High School; Parsons, Kansas.
- 1918 JAMES N. RULE, B.S., '98; M.S., '01.  
1921, Department of Public Instruction; Harrisburg, Pennsylvania.
- 1922 CHESTER A. RUMBLE, B.S., '16; A.M., '20.  
1923, *Principal*, Alvin Township High School; Alvin, Illinois.
- 1925 HEBER E. RUMBLE.  
Fairmont, Illinois.
- 1925 LILLIAN G. RUNNELLS.  
Searsport High School; Searsport, Maine.
- 1926 RUSSELL H. RUPP.  
Athens Junior High School; Athens, Ohio.
- 1925 CLYDE E. RUSSELL, A. B., '22.  
1924, *Principal*, Winslow High School; Winslow, Maine.
- 1926 ETTA M. RUSSELL.  
*Principal*, High School; Macon, Illinois.



- 1922 W. G. RUSSELL.  
Manual Training High School; Peoria, Illinois.
- 1924 SISTER M. RUTH.  
St. Mary's Convent; 98 New Street, Mount Clemens, Michigan.
- 1924 H. H. RYAN, B.S., '06; A. M., '11.  
1920, *Principal*, Blewett Junior High School; St. Louis, Missouri.
- 1924 W. R. RYAN, A.B., '19.  
1922, American Book Company; Chicago, Illinois.
- 1926 LEWIS E. RYE, A.B., '08.  
1921, Mathematics Department, Brockton High School; Brockton, Massachusetts.
- 1917 EDWARD RYNEARSON, A.B., '93; M.A., '96; Ped.D., '19.  
1912, *Principal*, Fifth Avenue High School; 1800 Fifth Avenue, Pittsburgh, Pennsylvania.
- 1924 ALFRED L. SABEN.  
Littleton, Massachusetts.
- 1925 ADELBERT L. SAFFORD.  
*Superintendent of Schools*; Reading, Massachusetts.
- 1925 FRANCES E. SAFLEY.  
Ogden, Iowa.
- 1920 ROY M. SALLEE.  
1921, *Superintendent*, Oneida Public Schools; Oneida, Illinois.
- 1925 ALDEN SALSER, A.B., '16; A.M., '24.  
1922, *Principal*, Byers High School; Byers, Kansas.
- 1924 VERNON E. SAMMONS, B.S., '13.  
1920, *Principal*, Hot Springs High School; Hot Springs, Arkansas.
- 1924 WALTER SAMPSON.  
High School; Middleboro, Massachusetts.
- 1925 A. G. SANDERSON.  
Monticello High School; Monticello, Maine.
- 1918 R. L. SANDWICK, A.B., '95.  
1903, *Principal*, Deerfield-Shields Township High School; Highland Park, Illinois.
- 1923 LINA E. SANGER, B.A., '16.  
1918, *Principal*, High School; Bridgewater, Virginia.
- 1926 A. M. SANTEE.  
High School; Duluth, Minnesota.
- 1924 I. E. SARGENT.  
School No. 10; Paterson, New Jersey.
- 1926 WILLARD SARGENT.  
Barnsville, Minnesota.
- 1925 R. J. SAUNDERS, A.B., '24.  
1924, *Principal*, Oxford High School; Oxford, Maine.
- 1923 EDWARD SAUVAIN, Ph.B.  
1919, *Principal*, Schenley High School; Pittsburgh, Pennsylvania.

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- 1924 T. E. SAVAGE.  
1921, *Principal*, Argenta Community High School; Argenta, Illinois.
- 1925 R. C. SAYRE.  
Shelbyville, Illinois.
- 1924 E. R. SCHELL, A.B., '22.  
1924, *Dean*, Wheaton Academy; Wheaton, Illinois.
- 1924 RAY J. SCHERTZ, A.B., '22.  
1924, *Principal*, Metamora Township High School; Metamora, Illinois.
- 1921 REV. HERBERT SCHISLER, A.B., '14.  
1920, *Rector*, St. Bede College Academy; Peru, Illinois.
- 1924 IRA L. SCHLUTER, B.Ed., '22.  
1923, *Principal*, Onaway High School; Onaway, Michigan.
- 1919 H. G. SCHMIDT, A.B., '02; B.S., '07; A.M., '10.  
1915, *Principal*, Township High School; Belleville, Illinois.
- 1925 MARVIN J. SCHMIDT, A.B., '21.  
1925, *Superintendent*, Crown Point, Indiana.
- 1926 O. H. SCHMITT.  
Eveleth, Minnesota.
- 1918 PARKE SCHOCK, A.B., '88; A.M., '91.  
1912, *Principal*, West Philadelphia High School for Girls, Philadelphia, Pennsylvania.
- 1923 RALEIGH SCHORLING, A.B., '11; M.A., '16.  
1923, *Principal*, University High School; Ann Arbor, Michigan.
- 1926 EDMOND SCHOULD.  
Tyler, Minnesota.
- 1922 C. B. SCHREPEL, Ph.B., '19; A.M., '20.  
1921, *Superintendent*, Burns, Kansas.
- 1924 A. G. SCHROEDERMEIER, B.A., '18.  
1922, *Principal*, Linwood High School; Linwood, Kansas.
- 1926 CLIFTON F. SCHROPP, B.S., '14; M.A., '24.  
1925, *Vice-Principal*, Roosevelt High School; Des Moines, Iowa.
- 1925 PERRY L. SCHULER.  
Biggsville, Illinois.
- 1926 C. F. SCHULTZ.  
*Principal*, High School; Deadwood, South Dakota.
- 1925 PHILIP SCHWEICKHARD.  
*Superintendent of Schools*; Biwabik, Minnesota.
- 1926 A. E. SCHWIEPP.  
*Principal*, High School; Effingham, Illinois.
- 1924 ARTHUR B. SCOTT, A.B., '17.  
1924, *Principal*, Morse High School; Bath, Maine.
- 1926 WILLIS H. SCOTT.  
Scott Foresman & Company, 623 South Wabash Avenue; Chicago, Illinois.

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- 1926 LLOYD D. SEAGER.  
*Principal*, High School; Farina, Illinois.
- 1925 R. M. SEALEY.  
2115 Pierce Avenue, Nashville, Tennessee.
- 1921 O. M. SEARLES.  
Albert Teachers' Agency; 327 South Madison Avenue, La Grange, Illinois.
- 1925 E. A. SEIBERT.  
Parker High School; Dayton, Ohio.
- 1923 E. O. SELFRIE, A.B., '20.  
*Principal*, Denison Rural High School; Denison, Kansas.
- 1925 PAUL T. SELLERS.  
Bernardston, Massachusetts.
- 1925 H. R. SEHMAN.  
Marine, Illinois.
- 1925 GEORGE A. SELTERS.  
Knoxville, Illinois.
- 1918 WALTER E. SEVERANCE, A.B., '95; A.M., '02.  
1918, *Principal*, Central High School; Harrisburg, Pennsylvania.
- 1925 A. M. SEYBOLD.  
Fowler High School; Cleveland, Ohio.
- 1920 B. F. SHAFER, A.B., '14; A.M., '23.  
1922, *Superintendent*, Jacksonville, Illinois.
- 1925 OWEN V. SCHAEFER.  
Princeton Township High School; Princeton, Illinois.
- 1922 J. P. SHAND, A.B., '18; A.M., '24.  
*Principal*, High School; Beardstown, Illinois.
- 1922 B. C. SHANKLAND.  
*Principal*, High School; Cadillac, Michigan.
- 1926 O. G. SHARKEY.  
Stivers High School; Dayton, Ohio.
- 1924 ROY B. SHARROCK, B.S., '21.  
1922, *Principal*, Euclid Central High School; Euclid, Ohio.
- 1921 CHARLES C. SHAW, A.B., '03; A.M., '23.  
1905, *Principal*, High School; Gorham, Maine.
- 1923 W. F. SHAW, A.B., '13; M.S., '21.  
1921, *Principal*, Central Junior High School; Kansas City, Kansas.
- 1925 FRED W. SHEARER.  
4 Miles Avenue, Middletown, Connecticut.
- 1925 CARRIE M. SHELTON.  
Sand Creek, Michigan.
- 1924 H. P. SHEPHERD.  
High School; Lincoln, Nebraska.
- 1923 JOHN W. SHIDELER, Ph.B., '09; A.M., '21.  
1921, *Principal*, High School; Fort Scott, Kansas.
- 1924 H. P. SHIELDS.  
Payson, Illinois.

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- 1924 WAYNE M. SHIPMAN, A.B., '10.  
1923, *Principal*, High School; Walpole, Massachusetts.
- 1925 J. W. SHIPP.  
Purcell, Oklahoma.
- 1925 MARY E. SHIPP, B.A., '23.  
513 Race Avenue, Mount Pleasant, Iowa.
- 1925 CHARLES B. SHIRK, B.A., '23.  
*Principal*, High School; Corning, Kansas.
- 1926 F. A. SHRADER.  
Aurora, Minnesota.
- 1926 EDNA SHROPP.  
Litchfield, Minnesota.
- 1926 CARL SIEFKIN.  
Clarksfield, Minnesota.
- 1926 SISTER MARY.  
Sacred Heart High School; Van Buren, Maine.
- 1926 C. P. SHIVERLY.  
Elyria High School, Elyria, Ohio.
- 1924 CHARLES NOBLE SHUTT, B.A., '15.  
1923, *Dean of Academy*, Berea College; Berea, Kentucky.
- 1923 FREDRICK J. SICKLES, A.B., '08; A.M., '18.  
1923, *Superintendent*, Junior High School; New Brunswick,  
New Jersey.
- 1922 XERXES SILVER, A.B., '14.  
1922, *Superintendent*, San Jose, Illinois.
- 1924 E. S. SIMMONDS, B.S., '23.  
1924, *Principal*, Bellflower Township High School; Bellflower,  
Illinois.
- 1925 W. E. SIMMS.  
New Richmond High School; New Richmond, Ohio.
- 1919 DAVID P. SIMPSON, A.B., '92; A.M., '95; LL.B., '09.  
1911, *Principal*, West High School; Cleveland, Ohio.
- 1924 WILLIAM A. SIMPSON, B.S., '17; B.A., '23.  
1923, *Principal*, Bridgeton High School; Bridgeton, Maine.
- 1923 W. F. SIMPSON, A.B., '15; A.M., '23.  
1921, *Principal*, High School; Salem, Ohio.
- 1926 W. H. SIMPSON.  
*Principal*, High School; Big Rock, Illinois.
- 1925 LYDIA A. SIMONS.  
Kinde, Michigan.
- 1924 CECIL M. SIMS, B.A., '14.  
1919, *Principal*, Piqua High School; Piqua, Ohio.
- 1925 EARL A. SINDECUSE.  
Eaton Rapids, Michigan.
- 1925 WILLIAM CASTELL SIPE.  
Union High School; Kremmling, Colorado.

- 1924 IRMA F. SIPLING, B.A., '22.  
1923, *Principal*, Missouri Valley High School; Missouri Valley, Iowa.
- 1926 A. G. SIVERSON, A.B., '21.  
1925, *Principal*, High School; Webster City, Iowa.
- 1926 EARL W. SKILES.  
*Principal*, High School; Grayville, Illinois.
- 1926 ALANSON E. SKILLINGS.  
York High School; York, Maine.
- 1926 W. B. SKIMMING.  
East High School; Columbus, Ohio.
- 1919 AVERY W. SKINNER, A.B., '92.  
1920, *Director*, State Educational Department; Albany, New York.
- 1925 W. V. SKINNER, A.B., '19.  
1923, *Superintendent*, Overland Park Schools; Overland Park, Kansas.
- 1924 R. W. SKINNER, A.B., '12.  
1919, *Principal*, Rapid City High School; Rapid City, South Dakota.
- 1918 LOUIS PALMER SLADE, A.B., '93; A.M., '97.  
1912, *Principal*, Public High School; New Britain, Connecticut.
- 1922 CHARLES H. SLATER, Ph.B.  
1921, *Principal*, Cleveland High School; St. Louis, Missouri.
- 1926 CLAY D. SLINKER.  
1913, *Director of Business Education*, City Schools; Des Moines, Iowa.
- 1925 CLARENCE V. SLOAN, M.S., '05.  
1910, *Principal*, High School; Phillipsburg, New Jersey.
- 1924 JAMES C. SLOAN, B.S., '16.  
1922, *Principal*, Trego Community High School; Wakeeney, Kansas.
- 1923 N. B. SLOAN, A.B., '97.  
*Principal*, Central High School; Bay City, Michigan.
- 1925 C. L. SLOWEY.  
Mission Hill, South Dakota.
- 1922 BESSIE SMART, A.B., '21.  
1922, *Superintendent*, Community High School; Milledgeville, Illinois.
- 1923 EUGENE G. SMEATHERS.  
Rahway High School; Rahway, New Jersey.
- 1922 CALEB W. SMICK, A.B., '24; B.S., '23.  
1911, *Principal*, Decatur County High School; Oberlin, Kansas.
- 1923 JAMES B. SMILEY.  
Lincoln School; Cleveland, Ohio.
- 1923 ALWYN C. SMITH, B.S., '94; M.S., '01; E.M., '05.  
1921, *Principal*, Broadway Junior High School; Denver, Colorado.

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- 1924 A. E. SMITH, Ph.B., '20.  
1923, *Principal*, High School; Neponset, Illinois.
- 1922 CHARLES HENRY SMITH, M.E., '85.  
1890, *Assistant Principal*, Hyde Park High School; Chicago, Illinois.
- 1924 CHARLES L. SMITH, A.B., '07.  
1923, *Principal*, Wm. G. Crosby High School; Belfast, Maine.
- 1924 CHARLES W. SMITH.  
Winchester, Illinois.
- 1925 CYRIL C. SMITH.  
Hingham, Massachusetts.
- 1925 C. W. SMITH.  
University High School; Vermilion, South Dakota.
- 1925 D. H. SMITH (Mrs.)  
Davis, Oklahoma.
- 1924 EDGAR BURR SMITH, A.B., '94.  
1918, *Principal*, Greenfield High School; Greenfield, Massachusetts.
- 1922 ERMAN S. SMITH, B.S., '00.  
1907, *Superintendent*; Barrington, Illinois.
- 1924 ERVING WRIGHT SMITH, B.S., '10; M.A., '13.  
1920, *Principal*, Leominster High School; Leominster, Massachusetts.
- 1924 EVERETT P. SMITH, B.S., '16.  
1924, *Principal*, Leavitt Institute; Turner Center, Maine.
- 1924 GERARD SMITH.  
Sterret School; 4515 Drexel Boulevard, Chicago, Illinois.
- 1924 HUGH R. SMITH, Ph.B., '04.  
1916, *Principal*, North High School; 721 Thayer Street, Akron, Ohio.
- 1924 IVAN G. SMITH, A.B., '09; A.M., '20.  
1922, *Principal*, Holten High School; Danvers, Massachusetts.
- 1926 JAMES M. SMITH.  
*Principal*, High School; Lockport, Illinois.
- 1925 JOHN E. SMITH.  
Webster City, Iowa.
- 1925 REV. J. W. SMITH.  
Waltonville, Illinois.
- 1918 L. C. SMITH, A.B., '05.  
1922, Community High School; Wenona, Illinois.
- 1918 LEWIS WILBUR SMITH, A.B., '02; A.M., '13; Ph.D., '19.  
1919, *Principal*, Joliet Township High School and Junior College; Joliet, Illinois.
- 1925 LOLA B. SMITH.  
1923, *Principal*, Richmond High School; Richmond, Michigan.
- 1924 MAURICE B. SMITH, A.B., '95.  
1920, *Principal*, Classical and High School; Salem, Massachusetts.

*Directory of Members*

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- 1925 RUSSEL B. SMITH.  
Crestline High School; Crestline, Ohio.
- 1921 R. H. G. SMITH.  
*Superintendent of Schools*; Rushville, Illinois.
- 1925 R. R. SMITH, A.B., '10.  
1915, *Superintendent*, Hampshire Township High School;  
Hampshire, Illinois.
- 1924 WALTER L. SMITH, A.B., '02.  
1921, *Principal*, Dunbar High School; Washington, D. C.
- 1923 WILLIAM L. SMITH, A.B., '05; A.M., '05.  
1901, *Principal*, Alleghany High School; Pittsburgh, Pennsylvania.
- 1925 J. F. SNODGRASS, Ph.B., '14.  
1924, *Superintendent*, LaMoille, Illinois.
- 1924 WARREN E. SNOVER, A.B., '18.  
1923, *Superintendent*, Sheffield Community Consolidated  
Schools; Sheffield, Illinois.
- 1926 EDWARD H. SNOW.  
Franklin High School; Franklin, Maine.
- 1925 C. P. SNYDER, B.S., '23.  
1923, *Principal*, Rural High School; Utopia, Kansas.
- 1924 IVAN V. SNYDER, A.B., '21.  
1923, *Principal*, Rural High School; Montrose, Kansas.
- 1924 ROBERT WADE SNYDER, A.B., '20.  
1924, *Principal*, Lindsay High School; Lindsay, California.
- 1918 WILLIAM H. SNYDER, A.B., '85; A.M., '88; D.Sc., '08.  
1908, *Principal*, Hollywood High School; Los Angeles, California.
- 1926 HARRIETT SOLOMON.  
1917, *Assistant Principal and Dean of Girls*; Keokuk, Iowa.
- 1923 IRWIN B. SOMERVILLE, A.B., '04.  
*Principal*, Ridgewood High School; Ridgewood, New Jersey.
- 1924 S. OLVIN SORLIEN, A.B., '22.  
1924, *Superintendent*, Stanhope High School; Stanhope, Iowa.
- 1926 WILLARD B. SPALDING.  
*Principal*, High School; Princeton, Massachusetts.
- 1923 D. W. SPANGLER.  
1896, *Assistant Principal*, Longmont High School; Longmont,  
Colorado.
- 1924 EVERETT A. SPAULDING, B.S., '09.  
1912, *Principal*, Emerson High School; Gary, Indiana.
- 1925 FERN SPENCER.  
*Superintendent*, Public Schools; Blunt, Colorado.
- 1923 P. R. SPENCER.  
*Superintendent*, St. Cloud, Minnesota.
- 1918 W. L. SPENCER.  
State Department of Education; Montgomery, Alabama.

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- 1921 C. E. SPICER.  
*Assistant Superintendent*, Joliet Township High School and Junior College; Joliet, Illinois.
- 1921 M. H. SPICER, B.A., '17.  
1921, *Principal*, High School; Washington, Illinois.
- 1924 ROY L. SPIRES, B.Ed., '23.  
1923, *Superintendent*, Community High School; Paxton, Illinois.
- 1924 A. L. SPOHN, A.B., '06.  
1919, *Principal*, Hammond High School; Hammond, Indiana.
- 1924 WILLIAM DUDLEY SPRAGUE, A.B., '94.  
1918, *Principal*, High School; Melrose, Massachusetts.
- 1924 ASA SPRUNGER, A.B., '14.  
1920, *Assistant Principal*, High School; Decatur, Illinois.
- 1926 M. F. SPRUNGER.  
*Principal*, High School; Buda, Illinois.
- 1925 CHARLES STADTMAN.  
Granite City, Illinois.
- 1919 FRANK W. STAHL, Ph.B.  
1918, *Principal*, Bowen High School, Chicago, Illinois.
- 1921 FLORENCE M. STAINES, B.A., '11.  
1917, *Principal*, High School; Eldora, Iowa.
- 1919 RAYMOND E. STALEY, A.B., '12.  
201 East 40th Street, Norfolk, Virginia.
- 1926 SISTER MARY STANISLAUS.  
Mt. Marty Academy; Yankton, South Dakota.
- 1925 MARGUERITE R. STARRY.  
High School; Milford, Iowa.
- 1922 S. H. STARK, B.S., '21.  
1921, *Principal*, Atkinson County Community High School; Effingham, Kansas.
- 1924 SADIE M. STEAN, A.B., B.S., '06.  
1920, *Principal*, Columbia High School; Columbia, Missouri.
- 1918 WAYLAND E. STEARNS, A.B., '85; A.M., '94.  
1899, *Principal*, Barringer High School; Newark, New Jersey.
- 1925 N. E. STEELE.  
Mitchell, South Dakota.
- 1926 H. T. STEEPER, A.B., '09.  
1920, *Principal*, West High School; Des Moines, Iowa.
- 1926 EUDORA STEGNER.  
Preston, Minnesota.
- 1925 R. P. STEINER, A.B., '21.  
1924, *Principal*, Oswego High School; Oswego, Kansas.
- 1924 M. R. STEPHAN, B.E., '23.  
1923, *Superintendent of Schools*; Dakota, Illinois.
- 1925 CHARLES L. STEPHENSON, B.S., '17.  
1922, *Principal*, Lee High School; Lee, Massachusetts.



- 1924 DONALD B. STEVENS, B.S., '18.  
1923, *Principal*, Brattleboro High School; Brattleboro, Vermont.
- 1919 E. G. STEVENS, B.E., '16.  
1924, *Principal*, Township High School; Fairbury, Illinois.
- 1920 E. R. STEVENS, B.S., '18.  
1920, *Principal*, High School; Leavenworth, Kansas.
- 1925 H. L. STEVENS, A.B., '18.  
1924, *Superintendent*, Mancos Public Schools; Mancos, Colorado.
- 1924 HARRY R. STEVENS, B.S., '11.  
1916, *Principal*, Grafton High School; Grafton, Massachusetts.
- 1926 NELL STEVENS.  
*Principal*, High School; Leadwelle, Colorado.
- 1925 ROLAND E. STEVENS.  
Deering Junior High School; Portland, Maine.
- 1918 FRED G. STEVENSON, A.B., '08.  
1917, *Principal*, High School; 1564 Iowa Street, Dubuque, Iowa.
- 1924 HERBERT D. STEWART, A.B., '01.  
1908, *Principal*, Orleans High School; East Orleans, Massachusetts.
- 1924 H. V. STEWART, M.A., '24.  
1924, *Principal*, Blythe Township High School, Silver Creek, Pennsylvania
- 1924 JOHN W. STEWART.  
Scienceville, Ohio.
- 1925 JUSTIN A. STEWART.  
Industry, Illinois.
- 1926 G. E. STICKNEY.  
*Principal*, High School; Good Hope, Illinois.
- 1921 BENNETT M. STIGALL, A.B., '01; A.M., '05.  
1919, *Assistant Superintendent*; 3729 Walnut Street, Kansas City, Missouri.
- 1924 E. C. STILLINGS.  
High School; Farrell, Pennsylvania.
- 1919 W. E. STILWELL, A.B., '01; A.M., '03.  
1903, *Headmaster*, University School; Cincinnati, Ohio.
- 1924 DON H. STIMPSON.  
Patten Academy; Patten, Maine.
- 1925 MARK E. STINSON.  
Templeton, Massachusetts.
- 1926 FORREST G. STITH, B.A., '23.  
1925, *Principal*, High School; Harlan, Iowa.
- 1926 C. G. ST. JOHN.  
*Superintendent*, Public Instructor of South Dakota; Pierre, South Dakota.

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- 1924 LEROY V. STOCKARD, M.A., '17.  
1924, *Supervisor*, Dallas Public Schools; Dallas, Texas.
- 1922 WILLIAM R. STOCKING, A.B.; A.M., '13.  
1923, *Principal*, Central High School; Detroit, Michigan.
- 1923 C. H. STONE, A.B., '19.  
1922, *Principal*, Wheatridge High School; Wheatridge, Colorado.
- 1924 G. FRANK STONE, A.B., '19.  
*Principal*, Ellsworth High School; Ellsworth, Maine.
- 1925 H. C. STORM.  
Batavia, Illinois.
- 1920 KARL J. STOFFER, B.S., '10; A.M., '10.  
1920, *Dean and Principal*, Elgin Junior College and Academy; Elgin, Illinois.
- 1921 J. B. STOUT, A.B., '17.  
1919, *Principal*, High School; Shabbona, Illinois.
- 1924 GEORGE F. STRADLING.  
Northeast High School; Philadelphia, Pennsylvania.
- 1926 WILLETA STRAHAN, B.A., '22.  
1919, *Principal*, Junior High School; Denison, Iowa.
- 1924 EMMA B. STREATOR, Ph.B., '13.  
1913, *Assistant Principal*, Highland Park High School; Detroit, Michigan.
- 1926 H. JUNE STREATOR.  
Albert Lee, Minnesota.
- 1921 RALPH E. STRINGER, A.B., '16.  
1921, *Principal*, High School; Herrin, Illinois.
- 1924 ROY M. STROUT, A.B., '11.  
1921, *Principal*, Pittsfield High School; Pittsfield, Massachusetts.
- 1925 ALICE BALL STRUTCHERS.  
McKinley Junior High School; Los Angeles, California.
- 1926 ERWIN STUART, A.B., '23.  
1925, *Principal*, High School; Essex, Massachusetts.
- 1923 MYLO H. STUART, A.B.  
1912, *Principal*, Arsenal Technical High School; Indianapolis, Indiana.
- 1924 J. W. STUDEBAKER, B.S., '10; M.A., '17.  
1920, *Superintendent*, Independent School District; Des Moines, Iowa.
- 1926 S. S. STUDEBAKER.  
Bethel High School; Tippecanoe City, Ohio.
- 1925 A. E. STUKEY, B.S., '10; M.A., '25.  
1918, *Principal*, Fort Lee High School; Fort Lee, New Jersey.
- 1917 H. T. STUPER, A.B., '09.  
1918, *Principal*, West High School; Des Moines, Iowa.
- 1925 A. L. STURTEVANT.  
Brownsville Junction, Maine.

- 1924 A. L. STUVLAND, A.B., '14.  
1923, *Superintendent*, Public Schools; Tyler, Minnesota.
- 1924 ELLA C. SULLIVAN.  
Edgewater Beach Hotel, Chicago, Illinois.
- 1925 FRANK T. SULLIVAN, B.S., '19.  
1923, *Principal*, Onaga Rural High School; Onaga, Kansas.
- 1926 S. B. SULLIVAN.  
*Principal*, High School; Cissna Park, Illinois.
- 1922 WALTER E. SULLIVAN, A.B., '02.  
1913, *Principal*, High School; Brewer, Maine.
- 1926 W. P. SULLIVAN.  
*Principal*, High School; Illiopolis, Illinois.
- 1925 RUDOLPH SUSSMAN.  
Reading, Massachusetts.
- 1925 PEARLE SUTHERLAND.  
Dalton City, Illinois.
- 1924 HENRY F. SUTTON, Ph.B., '20.  
1918, *Principal*, Washington Junior High School; Green Bay, Wisconsin.
- 1926 HAROLD A. SWAFFIELD.  
Montpelier High School; Montpelier, Vermont.
- 1926 H. P. SWAIN.  
Crestview Junior High School; Columbus, Ohio.
- 1924 JOHN HARRISON SWAN, B.S., '15; M.A., '24.  
1924, *Superintendent*, Salem City Public Schools; Salem, South Dakota.
- 1925 IVAN I. SWANCUTT, Ph.B., '24.  
1924, *Principal*, Senior High School; Wauwatosa, Wisconsin.
- 1926 NELLIE R. SWANSON, B.A., '16.  
1925, *Principal*, High School; Osage, Iowa.
- 1926 J. A. SWENSON.  
Janesville, Minnesota.
- 1926 EARL F. SWETT, A.B., '16.  
1924, *Principal*, High School; Townsend, Massachusetts.
- 1921 HAROLD B. SWICKER, B.A.  
1921, *Principal*, High School; Guilford, Maine.
- 1925 G. O. SWING.  
Holmes High School; Covington, Kentucky.
- 1922 CLAUDE F. SWITZER, A.B., '09.  
1923, *Principal*, Creston High School; Grand Rapids, Michigan.
- 1924 W. E. SWITZER.  
1918, *Principal*, Wabeno High School; Wabeno, Wisconsin.
- 1925 J. T. SYMONS.  
Coldwater, Michigan.
- 1926 J. E. TANIS.  
*Principal*, Northern High School; Detroit, Michigan.

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- 1926 J. C. TANNEHILL.  
Longfellow Junior High School; Massillon, Ohio.
- 1926 MARTHA B. TARBELL (Mrs.).  
*Principal*, High School; Morton, Illinois.
- 1923 ROBERT R. TARBELL, A.B., '13.  
1921, *Principal*, Saganche County High School; Saganche, Colorado.
- 1920 I. D. TAUBENECK, B.Ed.  
1919, *Superintendent*; Minier, Illinois.
- 1923 ARCHIBALD TAYLOR, Litt.B., '09.  
1922, *Principal*, High School; Longmont, Colorado.
- 1925 B. W. TAYLOR.  
Patrick Henry Junior High School; Cleveland, Ohio.
- 1924 CHARLES E. TAYLOR, A.B., '11.  
1923, *Principal*, Gardiner High School; Gardiner, Maine.
- 1926 F. G. TAYLOR.  
*Superintendent*, High School; Earlville, Illinois.
- 1926 GARLAND M. TAYLOR.  
*Principal*, High School; Media, Illinois.
- 1925 J. E. TAYLOR, B.S., '21.  
1922, *Superintendent*, Matfield Green Public Schools; Matfield Green, Kansas.
- 1923 JAMES F. TAYLOR, A.M., '12.  
1918, *Principal*, Denfeld High School; Duluth, Minnesota.
- 1926 JOHN E. TAYLOR, B.A., '25.  
1925, *Principal*, High School; Logan, Iowa.
- 1923 JOSIAH W. TAYLOR, B.A., '02.  
1910, *Agent for Secondary Education*, Department of Education; Augusta, Maine.
- 1925 MAE TAYLOR.  
Stuart, Iowa.
- 1924 MAURICE W. TAYLOR, A.B., '20; M.A., '21.  
1921, *Principal*, Sand Springs High School; Sand Springs, Oklahoma.
- 1923 R. B. TAYLOR, Ph.B., '12; Ph.M., '13; A.M., '21.  
1923, *Principal*, Norristown High School; Norristown, Pennsylvania.
- 1923 R. R. TAYLOR, A.B., '16.  
1919, *Principal*, High School; Ingalls, Kansas.
- 1926 RAY TEESDALE.  
Anoka, Minnesota.
- 1924 CARMEN GOMEZ TEJERA.  
1918, *Principal*, High School; Aguadilla, Porto Rico.
- 1926 C. G. TENER.  
Shelby High School; Shelby, Ohio.
- 1925 GEORGE H. TENNANT, B.S., '24.  
*Principal*, South Hutchinson High School; Hutchinson, Kansas.

*Directory of Members*

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- 1925 PAUL W. TERRY.  
University of North Carolina; Chapel Hill, North Carolina.
- 1924 M. L. TEST, B.S., '92.  
1919, *Superintendent*, City Schools; Petersburg, Illinois.
- 1922 G. A. TEWELL, B.S., '18.  
*Principal*, Caney High School; Caney, Kansas.
- 1917 J. L. THALMAN, A.B., '00; A.M., '10.  
1917, *Principal*, Proviso Township High School; Maywood, Illinois.
- 1925 J. W. THALMAN, A.B., '00; M.A., '23.  
1924, *Superintendent*, Waukegan Township Secondary Schools; Waukegan, Illinois.
- 1925 EARL THARP.  
East Side Commercial and Manual Training High School; Newark, New Jersey.
- 1924 HOWELL KELLOGG THAYER, A.B., '16.  
1922, *Principal*, Easthampton High School; Easthampton, Massachusetts.
- 1925 W. W. THIESEN.  
Tenth and Prairie, Milwaukee, Wisconsin.
- 1922 BROTHER THEOPHILUS, B.A., '21; M.A., '23.  
1922, *Director*, Holy Trinity High School; 1443 West Division Street, Chicago, Illinois.
- 1925 CHARLES R. THIBODEAN.  
Essex, Massachusetts.
- 1926 J. D. THOMAS.  
White Bear, Minnesota.
- 1920 JAMES E. THOMAS, A.B., '79.  
1911, *Headmaster*, High School; Dorchester, Massachusetts.
- 1919 M. SMITH THOMAS.  
1919, *Principal*, Hutchinson Central High School; Buffalo, New York.
- 1925 R. THOMAS, A.B., '24.  
1924, *Principal*, High School; Howell, Michigan.
- 1924 D. W. THOMPSON, B.S., '21.  
1922, *Principal*, Warren Township High School; Gurnee, Illinois.
- 1924 G. E. THOMPSON, A.B., '15.  
*Superintendent*, St. Charles Public Schools; St. Charles, Illinois.
- 1923 LEIGHTON S. THOMPSON, Ed.M., '23; B.A., '11.  
1920, *Principal*, High School; Swampscott, Massachusetts.
- 1924 MILES GORDON THOMPSON, A.B., '08; M.A., '22.  
1919, *Principal*, Princeton High School; Princeton, New Jersey.
- 1925 WILLIAM H. THOMPSON, B.S., '21.  
1924, *Teaching Principal*, Hardwick High School; Gilbertville, Massachusetts.
- 1926 WILLIS THOMSON.  
*Superintendent of Schools*; Woodstock, Illinois.

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- 1921 C. H. THRELKELD, B.S., '21.  
1923, *Principal*, North High School; Des Moines, Iowa.
- 1926 T. H. THRUSH.  
Willard High School; Willard, Ohio.
- 1924 FRANK A. TIBBETTS, B.C.S., '11.  
1923, *Principal*, William L. Dickinson High School; Jersey City, New Jersey.
- 1922 W. E. TIETBOHL, A.B., '13.  
1915, *Principal*, High School; Leisenring, Pennsylvania.
- 1926 E. W. TIFFANY.  
Senior High School; Springfield, Ohio.
- 1922 B. C. TIGHE, Ph.B., '08; Ph.M., '10.  
1913, *Principal*, High School; Fargo, North Dakota.
- 1925 W. F. TILLER.  
Morgan County High School; Hartsville, Alabama.
- 1920 CHARLES C. TILLINGHAST, A.B., '06; A.M., '17.  
1920, *Principal*, Horace Mann School; 11 West 246th Street, New York City, New York.
- 1924 SAMUEL B. TINSLEY, A.B., '90; B.S., '92.  
1923, *Principal*, Louisville Girls' High School; Louisville, Kentucky.
- 1925 ROBERT K. TOAZ, A.B., '93; A.M., '12.  
1906, *Superintendent of Schools*; Huntington, New York.
- 1925 G. W. TODD, B.S., in Ed., '15.  
1923, *Superintendent of Schools*; Fort Lupton, Colorado.
- 1926 A. N. TOMERAASEN.  
Lake City, Minnesota.
- 1926 NELLIE TOMPKINS.  
Appleton, Minnesota.
- 1922 HOMER C. TOOTHMAN, B.A., '13.  
1108 Alexander Place; Fairmont, West Virginia.
- 1925 F. H. TORRENCE, B.S., '13.  
1924, *Principal*, Sparta Township High School; Sparta, Illinois.
- 1923 FRANK C. TOUTON, Ph.B., '01; A.M., '17; Ph.D., '19.  
1922, *Professor of Education*, University of Southern California; Los Angeles, California.
- 1924 SAMUEL F. TOWER, A.B., '84.  
1919, *Headmaster*, South Boston High School; South Boston, Massachusetts.
- 1921 E. D. TOWLER, B.Pd., '13; B.S., '16.  
1921, *Principal*, LaGrande High School; LaGrande, Oregon.
- 1926 O. A. TOWNS.  
*Principal*, High School; Reddick, Illinois.
- 1925 H. R. TOWNSEND, M.A., '11; B.A., '10.  
1925, *Commissioner of High School Athletics*, Ohio High School Athletic Association; Columbus, Ohio.
- 1922 JANE TOWNSEND, A.B., '24; B.S., '17.  
1917, *Principal*, Senior High School; Girard, Kansas.

- 1925 W. M. TOWNSEND.  
Central High School; Columbus, Ohio.
- 1923 GEORGE E. TOZER, A.B., '14.  
1919, *Principal*, High School; Windsor, Colorado.
- 1925 ROY B. TOZIER.  
Homer, Illinois.
- 1924 M. A. TRABERT, A.B., '20.  
1920, *Principal*, Knoxville High School; Knoxville, Iowa.
- 1926 CLIFTON M. TRACY.  
Eliot High School; Eliot, Maine.
- 1926 H. A. TRAPP.  
St. Paul, Minnesota.
- 1925 ARTHUR E. TRAXLER, A.M., '24.  
1923, *Principal*, Rural High School; Wakefield, Kansas.
- 1926 CLAY C. TREADWAY.  
*Principal*, Vermilion Academy; Vermilion Grove, Illinois.
- 1921 W. E. TREBILCOCK, A.B., '08; A.M., '09.  
1922, *Principal*, Calumet High School; Calumet, Michigan.
- 1923 J. H. TREFZ, A.B., '20; M.A., '22.  
1923, *Principal*, Centerville High School; Centerville, Iowa.
- 1919 ELOISE R. TREMAIN, A.B., '04.  
1918, *Principal*, Ferry Hall; Lake Forest, Illinois.
- 1916 G. N. TREMPER.  
Kenosha, Wisconsin.
- 1924 S. M. TRESSLER.  
Washington Public Schools; Washington, New Jersey.
- 1925 CHARLES TRIMBLE.  
1896, *Principal*, Clifton High School; Clifton, Illinois.
- 1919 J. H. TRINKLE, B.S., '04; A.B., '11.  
1911, *Principal*, Township High School; Newman, Illinois.
- 1924 J. C. TROUTMAN.  
New Mexico Military Institute; Roswell, New Mexico.
- 1926 O. L. TROXEL.  
University of Minnesota; Minneapolis, Minnesota.
- 1926 A. E. TRUAX.  
*Superintendent of Schools*; Prophetstown, Illinois.
- 1923 GLEN E. TRUE, A.B.; A.M., '24.  
1922, *Principal*, High School; Dowagiac, Michigan.
- 1922 BENJAMIN W. TRUESDELL.  
1915, *Vice-Principal*, Wichita High School; Wichita, Kansas.
- 1924 B. TUBRE, B.S., '23.  
1920, *Principal*, Boyce High School; Boyce, Louisiana.
- 1925 C. E. TUCK.  
West Technical High School; Cleveland, Ohio.
- 1926 J. H. TUCKER.  
Barberton High School; Barberton, Ohio.

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- 1924 E. J. TUPPER.  
1924, *Principal*, Stockton Springs Junior-Senior High School;  
Stockton, Maine.
- 1925 E. A. TURNER.  
Normal School; Normal, Illinois.
- 1925 PERLEY S. TURNER, B.S., '21.  
1924, *Principal*, Skowhegan High School; Skowhegan, Maine.
- 1921 IDA C. TURNBULL.  
Mattoon, Illinois.
- 1917 L. T. TURPIN, Ph.B., '06.  
1921, *Principal*, Washington Senior High School; Cedar  
Rapids, Iowa.
- 1926 WINIFRED TUTTLE, B.A., '20.  
1923, *Principal*, High School; Clarion, Iowa.
- 1926 ALLEN TYLER.  
*Assistant Principal*, High School; Spring Valley, Illinois.
- 1924 KENNETH E. TYLER.  
Ashby, Massachusetts.
- 1924 E. T. UMBAUGH, A.B., '12.  
1923, *Principal*, High School; New Berlin, Illinois.
- 1923 A. G. UMBREIT, A.B., '14; M.A., '21.  
1921, *Principal*, High School; Boone, Iowa.
- 1922 H. E. UNDERBRINK, B.E., '20.  
1922, *Principal*, High School Libertyville, Illinois.
- 1924 JOHN C. UNGER, Bd.B., '16; Pd.M., '18; A.B., '20; A.M., '22.  
1917, *Superintendent*, Hugo Public School; Hugo, Colorado.
- 1925 H. B. UNRUH, A.B., '20.  
*Principal*, Senior High School; Anthony, Kansas.
- 1925 FLORENCE UPDEGRAFF.  
1890, *Principal*, East Liverpool High School; East Liverpool,  
Ohio.
- 1923 WILLIAM URBAN, B.A., '04.  
1909, *Principal*, High School; Sheboygan, Wisconsin.
- 1926 H. F. VALLANCE.  
Indianola Junior High School; Columbus, Ohio.
- 1919 M. S. VANCE, A.B., '04.  
1917, *Principal*, Oblong Township High School; Oblong, Illi-  
nois.
- 1925 HUGH E. VANCHVIER.  
Martinsville, Indiana.
- 1924 HARRISON H. VAN COTT.  
*Principal*, High School; Schenectady, New York.
- 1926 SADIE P. VAN FOSSAN.  
Lisbon High School; Lisbon, Ohio.
- 1923 RALPH VAN HOESEN, A.B., '20.  
1922, *Principal*, Alma High School; Alma, Michigan.
- 1924 T. G. VAN KIRK.  
Metuchen High School; Metuchen, New Jersey.



Directory of Members

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- 1925 JAMES E. VAN PEURSEM, A.B., '22.  
1922, *Principal*, Wakonda Industrial Continuation School;  
Wakonda, South Dakota.
- 1922 M. W. VAN PUTTEN, A.B., '17.  
1923, *Principal*, Central High School; Red Wing, Minnesota.
- 1922 WILLIAM N. VAN SLYCK, A.B., '14.  
1921, *Principal*, High School; Salina, Kansas.
- 1925 AMOS R. VAN TASSEL.  
1923, *Principal*, Clinton Public School; Clinton, Michigan.
- 1925 FRED VAN ZANDT, A.B., '23.  
1924, *Principal*, East Lansing High School; East Lansing,  
Michigan.
- 1925 GUY F. VARNER, B.S., '22.  
1922, *Principal*, Wauconda Township High School; Wauconda,  
Illinois.
- 1926 LAWRENCE B. VARNNEY.  
Eastport High School; Eastport, Maine.
- 1926 W. L. VERRY.  
Lincoln High School; Portland, Oregon.
- 1919 COSMOS C. VESELEY, A.B., '10.  
1914, *Rector*, St. Procopius Academy; Lisle, Illinois.
- 1926 J. O. VILLARS.  
Wilmington High School; Wilmington, Ohio.
- 1926 W. P. VON LEVERN.  
High School; Minneapolis, Minnesota.
- 1924 JAMES WILSON VOSE, A.B., '03.  
1924, *Principal*, Drury High School; North Adams, Massa-  
chusetts.
- 1923 L. D. VOTAW, A.B., '10; B.S., '10; A.M., '22.  
1921, *Principal*, High School; Colorado Springs, Colorado.
- 1918 CLIFFORD GILBERT WADE, B.S., '96; M.A., '15.  
1913, *Principal*, Superior High School; Superior, Wisconsin.
- 1924 WARREN WILLIAM WAGER, A.B., '00; A.M., '04.  
1916, *Principal*, Theodore Roosevelt School; Columbus, Ohio.
- 1924 M. CANNING WAGNER, A.B., '13; M.A., '23.  
1923, *Principal*, Wilmington High School; Wilmington, Dela-  
ware.
- 1925 C. L. WAGONER.  
Board of Education; Scottdale, Pennsylvania.
- 1920 J. E. WAKELEY, A.B., '14.  
1919, *Assistant Principal*; Danville High School; Danville,  
Illinois.
- 1924 CONRAD T. WALDIE, B.S., '16; M.A., '24.  
1923, *Principal*, Darby High School; Collingdale, Penn-  
sylvania.
- 1918 KARL DOUGLAS WALDO, A.B., '06; A.M., '14.  
1914, *Principal*; 24 Hickory Avenue, Aurora, Illinois.
- 1926 C. O. WALDRIP.  
*Principal*, High School; Minonk, Illinois.

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- 1919 W. D. WALDRIP, A.B., '03.  
1916, *Principal*, Streator Township High School; Streator,  
Illinois.
- 1925 J. HARLEY WALDRON, B.S., '18.  
1921, *Principal*, High School; Ashland, Kansas.
- 1925 A. D. WALKER.  
Kent, Ohio.
- 1919 ALBERT WALKER.  
1918, *Principal*, Arthur Township High School; Arthur,  
Illinois.
- 1924 CARLETON L. WALKER.  
Alfred High School; Alfred, Maine.
- 1925 EARL WALKER, A.B., '13.  
*Principal*, High School; Garden City, Kansas.
- 1924 H. A. C. WALKER, A.B., '97.  
1922, *Principal*, East Glass High School; Lynchburg, Virginia.
- 1925 J. W. WALLACE, B.S., '24.  
1924, *Principal*, Rural High School; Carbondale, Kansas.
- 1925 L. F. WALLACE, A.B., '21.  
*Principal*, High School; Powhattan, Kansas.
- 1924 DE WITT WALLER, A.B., '11.  
1915, *Principal*, Enid High School; Enid, Oklahoma.
- 1924 A. S. WALLGREEN, A.B., '09.  
1919, *Dean*, Junior College and Academy, North Park College;  
5236 North Kimball Avenue, Chicago, Illinois.
- 1925 E. D. WALTERS.  
Atwood, Illinois.
- 1922 PRENTICE T. WALTERS, A.B., '17.  
1921, *Principal*, Township High School; Arcola, Illinois.
- 1923 R. J. WALTERS, A.M., '14; Litt.D., '20.  
1915, *Superintendent*, Public Schools; Rocky Ford, Colorado.
- 1924 L. ARTHUR WALTON, B.S., '20; A.M., '24.  
1923, *Principal*, Pitman High School; Pitman, New Jersey.
- 1918 GEORGE A. WALTON, A.B., '04; A.M., '07.  
1912, *Principal*, George School; George School, Pennsylvania.
- 1922 DOUGLAS WAPLES, A.M., '17; Ph.D., '20.  
University of Chicago; Chicago, Illinois.
- 1925 DANIEL WARD, B.S., '85; A.B., '14; A.M., '15.  
1924, *Principal*, Clinton Community High School; Clinton,  
Illinois.
- 1924 FRED U. WARD, A.B., '00; A.M., '08.  
1910, *Principal*, Taunton High School; Taunton, Massachu-  
setts.
- 1923 J. J. WARD.  
Castle Rock, Colorado.
- 1925 C. M. WARE.  
State Preparatory; Boulder, Colorado.

- 1925 HILL WARREN.  
Atkinson, Illinois.
- 1925 M. L. WARREN, A.B., '18; A.M., '21.  
1924, *Principal*, Brunswick High School; Brunswick, Maine.
- 1921 WORCESTER WARREN, A.M., '21.  
1924, *Assistant Superintendent*, Bridgeport Public School,  
Bridgeport, Connecticut.
- 1924 RAYMOND C. WASS, B.Ped., '21.  
1924, *Principal*, Machias High School; Machias, Maine.
- 1925 C. K. WATKINS.  
Arrowsmith, Illinois.
- 1925 EDNA WATKINS.  
Agricultural School; Milford, Massachusetts.
- 1922 GEORGE EARL WATKINS, A.B., '18.  
1919, *Principal*, Garnett High School; Garnett, Kansas.
- 1924 HOWARD W. WATSON, A.B., '19; Ed.M., '22.  
1923, *Principal*, Hamilton High School; South Hamilton,  
Massachusetts.
- 1923 T. W. WATKINS, A.B., '06; Ed.M., '22.  
1923, *Principal*, Kent's Hill Seminary; Kent's Hill, Maine.
- 1925 A. T. WEAVER, B.S., '16; M.A., '25.  
1923, *Superintendent*, Strongsville Public Schools; Strongsville, Ohio.
- 1924 H. B. WEAVER, Ph.B., '14.  
1924, *Principal*, New Kensington High School; New Kensington, Pennsylvania.
- 1918 HERBERT S. WEAVER.  
*Principal*, High School of Practical Arts; Boston, Massachusetts.
- 1921 ORRA D. WEAVER, A.B., '10.  
1924, *Assistant Principal*, Armstrong Technical High School;  
Washington, D. C.
- 1926 ESTHER A. WEBB, B.A., '20.  
Northwood, Iowa.
- 1924 ROBERT ROSS WEBBER, B.S., '13.  
1922, *Principal*, Savgus Junior-Senior High School; Savgus,  
Massachusetts.
- 1926 ERNEST WEBER.  
*Principal*, High School; Richland, Michigan.
- 1925 H. D. WEBER.  
Junior-Senior High School; Batavia, New York.
- 1924 ADA L. WECKEL, B.A., '01; M.S., '08.  
1910, *Head Biology Department*, Oak Park and River Forest  
Township High School; Oak Park, Illinois.
- 1925 GEORGE H. WEDELIN, B.S., '24.  
1924, *Principal*, Climax Rural High School; Climax, Kansas.
- 1924 FRED E. WEED, A.B., '09.  
1920, *Principal*, High School; Athol, Kansas.

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- 1926 OTTO WEEDMAN.  
Principal, High School; Decatur, Illinois.
- 1921 N. H. WEEKS, B.A., '94.  
1923, Principal, Abraham Lincoln High School; Des Moines, Iowa.
- 1918 DAVID E. WEGLEIN, A.B., '97; A.M., '12; Ph.D., '16.  
1924, First Assistant Superintendent of Education, Johns Hopkins University; Baltimore, Maryland.
- 1922 RAYMOND G. WEIHE, A.B., '20; M.A., '21.  
1921, Principal, Wakefield Township High School; Wakefield, Michigan.
- 1924 JOSEPH C. WEIRICK, B.S., '17.  
1918, Principal, Abington High School; Abington, Pennsylvania.
- 1918 J. F. WELLEMAYER, A.B., '06; A.M., '14.  
1924, Principal, High School; Kansas City, Kansas.
- 1924 DANA CLEMMER WELLS, A.B., '93; E.E., '96.  
Principal, Newburyport High School; Newburyport, Massachusetts.
- 1917 DORA WELLS, B.A., '84; M.A., '98.  
1911, Principal, Lucy L. Flower Technical High School; 6059 Wabash Avenue, Chicago, Illinois.
- 1925 LEO WELTY.  
Chester High School; Wooster, Ohio.
- 1924 MARSHALL WENTWORTH, A.B., '94.  
1912, Principal, Uxbridge High School; Uxbridge, Massachusetts.
- 1924 C. E. WERDEN.  
Superintendent, City Schools; Geddes, South Dakota.
- 1925 HARRY WESSELS.  
Elihu Burritt High School; New Britain, Connecticut.
- 1924 LOUIS G. WEST, A.B., '96.  
1921, Principal, Bar Harbor High School; Bar Harbor, Maine.
- 1924 RALPH O. WEST, Ph.B., '10.  
1920, Principal, West Allis Six-Year High School; West Allis, Wisconsin.
- 1925 FRED L. WESTOVER, A.B., '23.  
1924, Principal, Montpelier High School; Montpelier, Ohio.
- 1917 WILLIAM A. WETZEL, A.B., '91; Ph.D., '95.  
1901, Principal, High School; Trenton, New Jersey.
- 1924 CARL D. WHEATON.  
1922, Principal, Yale High School; Yale, Michigan.
- 1921 W. H. WHEELER, A.B., '17; A.M., '24.  
1922, Principal, Alton Community High School; Alton, Illinois.
- 1923 KARL E. WHINNERY, Ph.B., '12; M.A., '15.  
1921, Principal, Sandusky High School; Sandusky, Ohio.
- 1924 RALPH C. WHIPPLE, A.B., '11.  
1919, Principal, Manning High School; Upswich, Massachusetts.

- 1925 C. J. WHISNANT, B.S., '17.  
1921, *Principal*, Brookville High School; Brookville, Kansas.
- 1922 B. F. WHITE, A.B., '17.  
1919, *Principal*, Ellsworth High School; Ellsworth, Kansas.
- 1924 E. H. WHITE, B.S., '97.  
1923, *Superintendent*, Hume Public Schools; Hume, Illinois.
- 1921 F. U. WHITE.  
1879, *Superintendent*, Public School; Galva, Illinois.
- 1926 J. W. WHITE.  
*Principal*, High School; Kincaid, Illinois.
- 1923 MAME E. WHITE (MRS.)  
Hartland, Michigan.
- 1926 SAMUEL H. WHITE, B.S., '24.  
1925, *Principal*, New Marlboro High School; Mill River, Massachusetts.
- 1924 EDWIN H. WHITEHILL, A.B., '87.  
1921, *Principal*, Senior High School; Watertown, Massachusetts.
- 1924 HOSEA A. WHITENECK, B.S., '02; A.B., '08; M.A., '21.  
1921, *Superintendent*, Clark County High School; Las Vegas, Nevada.
- 1924 G. T. WHITLEY.  
Kenly High School; Kenly, North Carolina.
- 1924 DUDLEY L. WHITMARSH.  
High School; East Pepperill, Massachusetts.
- 1926 FRANK P. WHITNEY.  
Collinwood High School; Cleveland, Ohio.
- 1917 C. W. WHITTEN, A.B., '06.  
1922, *Manager*, Illinois High School Athletic Association; De Kalb, Illinois.
- 1922 H. R. WHITTIER.  
1925, *Superintendent-Principal*, Community Consolidated School; Joy, Illinois.
- 1925 J. C. WIEDRICH, A.B., '13.  
1924, *Superintendent*, Stillman Valley Public Schools; Stillman Valley, Illinois.
- 1926 MORTON H. WIGGIN, B.S., '17.  
1925, *Principal*, High School; Rockport, Massachusetts.
- 1925 OSCAR L. WIKOFF.  
Granada, Colorado.
- 1925 NORRIS W. WILBUR.  
Gagetown, Michigan.
- 1926 B. O. WILCOX.  
*Principal*, High School; Sesser, Illinois.
- 1923 D. L. WILDE, A.B., '22.  
1922, *Principal*, Charlotte High School; Charlotte, Michigan.
- 1925 (MRS.) G. B. WILDER, M.E.L., '91.  
1924, *Principal*, Junior High School; Humboldt, Iowa.

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- 1923 GUILFORD M. WILEY, B.A., '06.  
1921, *Principal*, LaCrosse High School; LaCrosse, Wisconsin.
- 1919 M. P. WILKINS, B.A., '13.  
1922, *Principal*, Christopher Community High School; Christopher, Illinois.
- 1924 FREDERIC R. WILLARD, A.B., '06; A.M., '08.  
1921, *Principal*, English High School; Lynn, Massachusetts.
- 1925 S. K. WILLARD, B.S., '24.  
1923, *Principal*, Garrison Schools; Garrison, Kansas.
- 1917 GEORGE WALTER WILLETT, Ph.D., '23.  
1923, *Principal*, Lyons Township High School; La Grange, Illinois.
- 1925 BEATRICE WILLIAMS.  
Elkader, Iowa.
- 1924 CHARLES A. WILLIAMS, A.B., '88; A.M., '95.  
1897, *Principal*, Hudson High School; Hudson, Massachusetts.
- 1923 ELMER B. WILLIAMS.  
1914, *Principal*, Junior High School; Old Town, Maine.
- 1919 FRANK L. WILLIAMS, A.B., '89; A.M., '07.  
1908, Summer High School; St. Louis, Missouri.
- 1925 G E. WILLIAMS.  
Onida, South Dakota.
- 1923 G. F. WILLIAMS, A.B., '08; M.A., '10.  
1917, *Principal*, Anson Academy; North Anson, Maine.
- 1924 G. WALTER WILLIAMS, C.A., '95.  
1910, *Principal*, High School; New Bedford, Massachusetts.
- 1925 HAROLD E. WILLIAMS.  
Libbey High School; Toledo, Ohio.
- 1922 LEWIS W. WILLIAMS, Ph.B., '09; A.M., '18.  
1921, *Principal*, University High School; Urbana, Illinois.
- 1924 MEREDITH G. WILLIAMS, A.B., '05.  
1921, *Principal*, Rockland High School; Rockland, Massachusetts.
- 1924 R. J. WILLIAMS.  
1917, *Superintendent*, Danvers Public School; Danvers, Illinois.
- 1920 MATHEW H. WILLING, B.A., '06; M.A., '16.  
1923, *Associate in Research*, Lincoln School of Teachers College; New York, New York.
- 1921 URBAN G. WILLIS, A.B., '00; A.M., '10.  
1919, *Principal*, Pullman Free School of Manual Training, Chicago, Illinois.
- 1925 CLAUDE E. WILSON, A.B., '19.  
1922, *Principal*, High School; Glasco, Kansas.
- 1919 F. A. WILSON.  
1919, *Principal*, Community High School; West Frankfort, Illinois.
- 1926 FRED A. WILSON.  
*Principal*, High School; Virden, Illinois.

- 1923 G. T. WILSON, A.B., '18.  
1924, *Superintendent of Schools*; Fowler, Colorado.
- 1924 GUY C. WILSON.  
Latter Day Saints' High School; Salt Lake City, Utah.
- 1926 H. A. WILSON.  
*Principal*, High School; Hurst, Illinois.
- 1922 JAMES H. WILSON, A.B., '13.  
1924, *Superintendent*; Rocky Ford, Colorado.
- 1924 L. A. WILSON, A.B., '97.  
1919, *Principal*, University High School; Mitchell, South Dakota.
- 1918 (MRS.) LUCY L. W. WILSON, Ph.D., '97.  
1916, *Principal*, South Philadelphia High School for Girls, 2101 South Broad Street, Philadelphia, Pennsylvania.
- 1925 N. G. WILTSE.  
1921, *Principal*, Junior High School; Ypsilanti, Michigan.
- 1925 KARL F. WINCHELL.  
Eaton High School; Eaton, Colorado.
- 1922 O. N. WING, A.B., '16.  
1922, *Principal*, Central Y. M. C. A., 19 South LaSalle Street, Chicago, Illinois.
- 1923 WILLIAM E. WING, A.B., '02.  
1919, *Principal*, Deering High School; Portland, Maine.
- 1924 FRANK T. WINGATE, A.B., '95.  
1922, *Headmaster*, Chelsea Senior High School; Chelsea, Massachusetts.
- 1926 FLORENCE WININGS.  
*Principal*, High School; Clark, South Dakota.
- 1923 H. E. WINNER, Ph.B., '01; A.M., '04; Ph.M., '21.  
*Principal*, South Hill High School; Pittsburgh, Pennsylvania.
- 1924 H. L. WINSLOW.  
Greely Institute, Cumberland Center, Maine.
- 1925 L. A. WINSOR.  
Madison, Illinois.
- 1925 ALICE WINTER.  
Harrison Technical High School; Chicago, Illinois.
- 1925 CLAYTON WIRE.  
Empire Junior High School; Cleveland, Ohio.
- 1920 (MRS.) A. T. WISE, B.C.S., '19.  
1915, *Principal*, Commercial High School; Atlanta, Georgia.
- 1924 ELBERT C. WIXOM, A.B., '03; A.M., '15.  
1923, *Principal*, Central High School; Cleveland, Ohio.
- 1924 EMMA J. WOERNER, B.S., '05; M.A., '21.  
1924, *Principal*, J. M. Atherton High School for Girls, Louisville, Kentucky.
- 1924 WILLIAM D. WOLFE, A.B., '17.  
1923, *Principal*, Hiawatha High School; Hiawatha, Kansas.
- 1925 D. E. WOLGAST, B.S., '22.  
1923, *Principal*, High School; Marysville, Kansas.

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- 1926 HENRY WOLL.  
New Richland, Minnesota.
- 1926 WILLIAM J. WONDERS.  
*Superintendent*, Crowley Consolidated School; Crowley, Colorado.
- 1925 ASA H. WOOD, A.B., '20.  
1923, *Principal*, Central High School; Hancock, Michigan.
- 1924 CARLTON P. WOOD.  
1922, *Principal*, Camden High School; Camden, Maine.
- 1925 JOHN W. WOOD.  
Technical High School; Cambridge, Massachusetts.
- 1925 MYRTLE C. WOOD.  
Tucson High School; Chillicothe, Ohio.
- 1922 R. C. WOODARD, A.B., '08.  
1920, *Principal*, Haviland High School; Haviland, Kansas.
- 1922 W. E. WOODARD, B.S., A.B., '10.  
*Principal*, High School; Hugoton, Kansas.
- 1924 CHARLES H. WOODBURY, A.B., '05.  
1920, *Submaster*, Melrose High School; Melrose, Massachusetts.
- 1925 CHARLES T. WOODBURY, A.B., '95.  
1903, *Principal*, High School; Fitchburg, Massachusetts.
- 1921 E. R. WOODBURY.  
Thornton Academy; Saco, Maine.
- 1926 KENNETH F. WOODBURY.  
Jonesport High School; Jonesport, Maine.
- 1924 WILLARD W. WOODMAN, A.B., '88; A.M., '91.  
1900, *Principal*, Peabody High School; Peabody, Massachusetts.
- 1925 GEORGE S. WOODS.  
Hillview, Illinois.
- 1925 PAUL E. WOODS.  
1924, *Superintendent*, West Point Public Schools; West Point, Illinois.
- 1925 ALBERT S. WOODWARD.  
Southboro, Massachusetts.
- 1924 ANNIE CARLTON WOODWARD, B.B.A., '24.  
*Instructor*, Senior High School; Somerville, Massachusetts.
- 1923 C. A. WOODWORTH.  
1917, *Principal*, West New York High School; West New York, New Jersey.
- 1925 EDWARD M. WOODWARD.  
736 Pleasant Street, Worcester, Massachusetts.
- 1924 J. H. WORKMAN, A.B., '02.  
1920, *Supervising Principal*, Pensacola High School; Pensacola, Florida.
- 1926 VERNER R. WORMLIGHT.  
Bridgewater Classical Academy, Bridgewater, Maine.



- 1922 EDWARD H. WORTHINGTON, A.B., '13; A.M., '14.  
Cheltenham High School; Elkins Park, Pennsylvania.
- 1924 JOHN EDGAR WORTHINGTON, A.B., '13; A.M., '18.  
1918, *Principal*, Junior-Senior High School; Waukesha, Wisconsin.
- 1925 W. J. WOULDERS.  
Cromeley, Colorado.
- 1925 CHARLES O. WRIGHT, A.B., A.M., '21.  
1924, *Principal*, Junior-Senior High School; Atchison, Kansas.
- 1925 Q. L. WRIGHT, A.B., '20.  
1924, *Superintendent*, Viborg Public Schools; Viborg, South Dakota.
- 1921 I. M. WRIGLEY, A.B., '11.  
1921, *Principal*, Mt. Pulaski Township High School; Mt. Pulaski, Illinois.
- 1924 HORACE J. WUBBEN, A.B., '17.  
1923, *Principal*, Rio Grande County High School; Mount Vista, Colorado.
- 1921 W. P. WYATT.  
*Principal*, Riverside-Brookfield High School; Riverside, Illinois.
- 1921 C. E. WYGANT, B.S., '12.  
*Principal*, High School; Wheaton, Illinois.
- 1926 H. B. WYMAN.  
Wellston High School; Wellston, Ohio.
- 1925 C. L. YOCUM.  
Logan High School; Logan, Ohio.
- 1926 JOHN W. YOST.  
*Vice-Principal*, High School; Walsenburg, Colorado.
- 1926 F. LEEN YOUNG.  
Owatonna, Minnesota.
- 1918 LEONARD YOUNG, A.B., '98.  
1910, *Principal*, Central High School; Lake Avenue and 2nd Street, Duluth, Minnesota.
- 1925 OSCAR E. YOUNG.  
Mount Vernon, Maine.
- 1924 O. O. YOUNG, A.B., '04; M.A., '14.  
1923, *Principal*, Galesburg High School; Galesburg, Illinois.
- 1923 ROSS N. YOUNG.  
*Principal*, Marshall High School; Minneapolis, Minnesota.
- 1926 C. H. YOUNGBERG.  
Lindstrom, Minnesota.
- 1922 EUGENE YOUNGERT, A.B., '20.  
1922, *Principal*, Rock Island High School; Rock Island, Illinois.
- 1921 W. J. YOURD, B.A., '10.  
1917, *Principal*, High School; 602-4th Avenue, Clinton, Iowa.
- 1926 WALTER J. ZABEL.  
*Principal*, High School; Niles, Michigan.

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1925 K. A. ZELLER.

McKinley High School; Niles, Ohio.

1923 J. W. ZENTMEYER, B.S., '14; B.A., '19.

1923, *Superintendent*, Everest Public Schools; Everest, Kansas.

1922 F. W. ZIESE, A.B., '13.

1921, *Principal*, Bethany Township High School; Bethany, Illinois.

1925 H. H. ZIMMERMAN, B.S., '18.

1924, *Principal*, Rural High School; Circleville, Kansas.

1924 D. E. ZOOK, M.A., '23.

1923, *Principal*, Nakomis Township High School; Nakomis, Illinois.

## TENTH ANNUAL MEETING OF THE ASSOCIATION

The tenth annual meeting of the National Association of Secondary-School Principals was held in Washington, D. C., Saturday, Monday, Tuesday, and Wednesday, February 20-25, 1926.

### FIRST SESSION

The first session of the tenth annual meeting was a Joint Meeting of the National Association of Secondary-School Principals with the National Council for the Social Studies, and was called to order in the Music Room of Central High School, at 2:40 P.M., Saturday, February 20, by Mr. Howard C. Hill, President of the National Council for Social Studies.

Mr. C. R. Mann of the American Council of Education, spoke without notes of his experiences as an outsider in movements chiefly in relation with the army to bring about interest in citizenship training.

Professor Robert LaFollette, of Ball Teachers College, Muncie, Indiana, read his paper, *The Professionalization of the Subject Matter Courses in Social Studies in a Teacher-Training Institution*.

### THE PROFESSIONALIZATION OF SUBJECT MATTER COURSES IN SOCIAL STUDIES IN A TEACHER- TRAINING INSTITUTION

PROFESSOR ROBERT LAFOLLETTE

BALL TEACHERS COLLEGE, MUNCIE, INDIANA

The basis of the work of the Department of History and Social Studies of Ball Teacher College in the professionalization of subject matter courses is the idea that a teachers' college or normal school should be a distinctive institution performing its particular function. If there is no difference between the teachers' college and the liberal arts college there is no reason for the existence of a teachers' college or normal school as a separate institution for the

preparation of teachers of boys and girls. This idea is not unknown, not unique. The virtue of this discussion rests upon the acceptance of this idea by a department of a teacher-training institution and the actual application of it. It is the progress made toward the actual application of the idea, the professionalization of subject matter, so strongly advocated but little practiced which is being reported. It is insufficient for a prospective teacher to get academic training in a liberal arts college and afterwards get his special training for the use of this subject matter in the teaching of boys and girls in a teachers' college or a department of education. Says Professor O'Shea, "Taking the colleges and universities of the country as a whole, a little less than one-half of one year is devoted by a student to professional studies, which include psychology, the history and principles of education, and the practice of teaching."<sup>1</sup> Other difficulties arise. Said the late Dr. W. W. Parsons, "The most helpful psychology of any subject is to be acquired by the teacher in the mastery of the subject itself. The psychology of the subject is not something brought to it from without or superimposed upon it."<sup>2</sup> Courses in abstractions and intellections of psychology do not prepare teachers in method and technique of the social studies. It is contended that instructors of general "education" courses cannot teach the methods and technique of a subject they do not know. Subject matter and method must go hand in hand in a course. There is a distinctive teachers' view of every subject. Subject matter courses in social studies directed toward the specific aim of teaching must be professionalized. That is the function of a teacher-training institution department of social studies.

To prepare the prospective high-school teachers of the social studies for their task three options of work are offered. The first option is sixty hours of professionalized history and other social studies. Of these sixty hours there are sixteen term hours of American history, sixteen term hours of European history, eight term hours of political science, eight term hours of economics, eight term hours of sociology, and four term hours in special methods. The first option is recommended to students as the one which opens up to

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<sup>1</sup>"Is the Professional Training of Teachers Illiberal?" *Educational Review*, Vol. 60, p. 38.

<sup>2</sup>*Address and Proceedings of the National Education Association. 1887*, pp. 504-6.

them the greatest number of teaching opportunities. All students majoring in the social studies (second option) are required to take forty hours of history. In this option, aimed to prepare students for the smaller high schools of the state, all courses are in history. Social, intellectual, and economic phases are emphasized. Students are expected to divide their work so as to obtain twenty term hours in American history, sixteen in European history, and four in special methods. On the third option there is no history offered but students majoring in this option are advised to take elective work in history. In Indiana, students taking this option of thirty-six term hours of economics, political science, and sociology, and four term hours in special methods are looking forward to a few positions in the larger high schools.

A sharp distinction is made between four-year or high-school teacher courses and those offered on the two-year elementary curricula for prospective grade teachers. This differentiation among courses is carried further among the elementary-teacher curricula. Students preparing to teach boys and girls history in the primary grades are grouped together. Those desiring to teach in the grammar grades are taught in a different group. The rural course students have their separate class in history. All subject matter in all these classes is selected and taught with the teacher problems of the specific grade group in mind. For example, students on the grammar grade course are taught selected materials with reference to the light they throw on the grammar grade teacher's problem.

To accomplish the professionalization of the subject matter courses it was found imperative to professionalize the library. Books are ordered that library materials adapted to the grade teacher's problem, that that subject matter needed to enrich a course for the pupils of the specific grade in which the prospective teachers are interested, may be had. The public library co-operates to avoid unnecessary duplications to the end that materials may be as varied and plentiful as possible. In teaching these professionalized courses consideration is given to the fact that Indiana requires one year of United States history apart from the civics in high school. This is a necessary consideration but we find too much cannot be taken for granted. The newer points of view which have passed out of the realm of controversy receive special attention, especially with students preparing to teach the higher grades and high school. This desire to present the

products of research directs selection of library books as well. A third criterion for the expenditure of history library funds is that books must be secured which present grade technique and methodology. Notebooks are kept. We find an increasing appreciation of the value of the notebooks as students see how they are not written to meet a requirement so much as to prepare themselves for their specific work. In addition to the notebook there is a weekly reading report which is critical. In addition to the usual requirement in such a report it is requested that the student make a statement of any important thing for life they have learned from the reading. This statement would include anything for their life as individual citizens but it is stressed that they should give particular attention to anything in the reading which could be used definitely in their teaching life. It serves to center the attention on the teaching utility of material as one reads.

In presenting a social studies course subject matter, methods, and materials go together. Thus is the psychology of history, which is different from the psychology of arithmetic, obtained at the time and as a part of the act of learning the subject matter. It is probably unnecessary to mention that work done in courses in psychology, principles of teaching, and related courses given by the department of education is utilized. We keep in co-operation and sympathy with the department of education and supervised teaching. However, it is the technique of subject teaching rather than methodology that we present.

A large unit of subject matter as the period in the colonization of America is discussed on the basis of thought provoking questions which require the usual memory materials and consideration of the new points of view. A committee may be chosen whose members are freed from collateral reading, not from college textbook work, whose duty is to study methods. Using their own class, a demonstration of the use of methods for the grades with the subject matter being learned is given. When classes for students on the two-year curricula who have become irregular owing to illness, failures, and transferring from other institutions are organized, the difficulty is enhanced. In these classes composed of rural, primary, and grammar students, materials and methods for the different groups are alternated. Type methods and materials are presented. This, together with demonstration work given by the teacher, keeps the courses

pointed. The work is aimed toward giving light on the grade-teacher's problem.

Not only are methods demonstrated but materials are suggested. Indeed the materials are used in the demonstrations. On the period of colonization special day programs, cut-outs, stencils, games, dramatization materials, doll costumes, songs, victrola records, pictorial materials, relics, poems, maps, fiction, industrial exhibits, and adapted books are suggested. Publisher and price accompany all these suggestions.

Every attempt is directed toward making the work definite, concrete and practical. An historical laboratory is being built up through contributions and co-operation of students in our classes. An exhibit of materials in our historical laboratory is to be held in May of this year. Teachers and superintendents will be invited to see the use of these materials in actual teaching situations. It betters the morale of the department as well as makes available the actual materials. The students can see and use the material recommended. Students in supervised teaching utilize them. Teaching has both an art and artisan side. The mechanics of teaching are necessary. Prospective teachers and especially teachers of experience warmly welcome these suggestions. Having these mechanics taken care of the child becomes the center of interest of the teacher.

We carry the professionalization of our work into the administration of the department. One student is elected by the Social Science Club, composed of departmental majors, to correspond with each department faculty member. These students meet with the faculty, give the student point of view quite frankly and get the faculty outlook. Student faculty members carry the results to the Social Science Club. Not only does it beget co-operation but the students are getting experience in departmental administration that may serve in their capacity on high-school faculties.

One of the problems which presents itself to the subject-matter teacher is that of being sure that the subject matter, technique, and materials he presents will actually function, that he is not baying at the moon. One way this is met is to use the high-school text not as a class text but to show how it may be enriched. This is the book the student will use.<sup>1</sup> It is his problem to enrich it. Lessons are ob-

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<sup>1</sup>State adoption of texts is practiced in Indiana.

served and discussed. Observation takes place again. Again is observation followed by discussion. The experience of the former teachers in the class is utilized. The department is active in an advisory and experimental capacity in formulating courses of study, etc., in two of the largest school systems in the state. This brings the teacher college faculty in touch with the actual problems of the teacher in the recitation room and in conferences. Contacts in extension classes with teachers in service are utilized for discussion of and advice on their problems. Our products go out into the field and are more than encouraged to return reports on the functioning of work they have had with us. The Social Science Club serves as a clearing house. In a word, we are very anxious to keep in intimate touch with the public school from which our students come and to which they return. Anything that proves ineffective under adequate testing in actual teaching is sheared off. Only in this way can work be definite, concrete, practical—professionalized.

A second problem which a department professionalizing subject-matter courses in social studies in a teacher training institution must meet is that of preventing courses from becoming, in too large a degree, courses in methodology. Scholarship is a requisite. It must be a scholarship of a unique character which combines academic knowledge with technique of the subject. On the two-year curricula where only ten term hours in history are required points of view, products of recent research, which have passed out of the realm of controversy, receive marked recognition. The textbook is an outline; it has the dry bones of the subject; it needs enrichment and correction. It is imperative that this subject matter be presented in addition to technique and materials. There is a wide acceptance of the idea of growth, development, progress, or shall we say, evolution within the subject.

On the four-year major options, prerequisites and sequence receive consideration. Believing that a knowledge of the history of the subject, an appreciation of how history is built up, a realization of the importance of their job, makes for confidence and effectiveness in teaching, therefore subject-matter courses of an advanced nature having prerequisites are given. To some extent our products must "teach with authority and not as scribes." There must be a liberal culture that teaching remain a profession and not become a trade, that standardization may not result in actual injury. The past is not



to be completely forgotten. Every major is required to write at least one thesis from the sources. Every major receives some training by the seminar method. Notes and bibliography are prepared with care. The elements of historical research and writing are considered minimum essentials. A goodly proportion of our students get the master of arts degree in the social studies at universities. Teachers must have more subject matter knowledge, not less,—that is, not less professionalized subject matter—that they may teach in confidence and study the interaction of minds of boys and girls as they present subject matter which they *know*.

As in the case of all departments we are interested in turning out artists rather than artisans. We realize the difference between teaching children and teaching the subject. Teachers must be students of human nature. They must be people who have some initiative, enthusiasm, ideals, intellectual interests, and take responsibility. Personnel records of hobbies, social disposition, intellectual abilities, and inclinations are being builded. Fellow students, home town folks, and the other major professors are asked for estimates. Students are studied in classes, in social occasions, and in supervised teaching. Names of students of whom it is the judgment of the department faculty, will never make teachers are turned into the president. Such students are advised of this fact by the head of the department. This tends to eliminate the culls and deadwood. It is our effect to direct prospective teachers toward specific goals with specific materials for specific jobs.

It is our judgment that as the students are prepared in subject matter applicable to lives of boys and girls, combined with an understanding of organization and teaching technique, and a knowledge of materials for a particular grade or group of grades, history teaching will be effective.

*Vitalizing the Teaching of American History* was the title of the paper read by Professor A. S. Barr of the Department of Education of the University of Wisconsin.

## VITALIZING THE TEACHING OF AMERICAN HISTORY

A. S. BARR,

DEPARTMENT OF EDUCATION, UNIVERSITY OF WISCONSIN

At the very outset, we should distinguish between history for historians and history for the general students of present-day world problems. Two purposes seem to dominate the work of the historian. The first purpose of the historian is to produce a faithful record of the past, whether this be of the immediate past which we usually term the present or the more distant past. The production of this record is a great task involving much effort and becomes, naturally, for many historians, an end in itself. That is, history becomes history for history's sake. A second purpose of the historian is to explain how the present order of things grew into being; that is, how our social, political, economic, and cultural structure came to be. It is with this second purpose that the student of history is primarily concerned.

In this connection, it should be said that an understanding of the purposes is an essential part of the equipment of every classroom teacher of history. The purposes of history must be understood. Purposes are the pivotal points on which history teaching hinges. No one can teach effectively unless he has a definite notion of what he wishes to teach and why. As the teacher presents the day's lesson, he must be keenly conscious of both the remote and the more immediate end to be obtained. Conscious objectives give point and method to the work of the teacher. The history teacher, then, should aim to explain to boys and girls how the present came into being.

In order to get a background for this discussion, the speaker directed to a number of eminent historians the following questions: (1) What is historical-mindedness? (2) What, in your judgment, is the chief contribution of history? (3) What value has the study of history that is peculiar to the study of history alone? No attempt will be made to report in detail the replies to these questions. Historical-mindedness, historical evidence, historical truthfulness, power of inference, the sense of time, the sense of causal relationships, sense of social unity, the sense of development, the sense of evolutionary growth, and the sense of continuity were expressions occurring most frequently in this correspondence. Further detail will not be given.

Probably the most reliable statement of the distinctive contribution of history is that made by *The Joint Commission on the Presentation of Social Studies in the Schools*. This document constitutes the official statement of the American Historical Association and reads as follows:

"The distinctive contribution of history to a school curriculum organized around social objectives is the portrayal of human events and activities as they actually occurred; its guiding principles are continuity and development. Therefore these events and activities are not regarded as isolated, unrelated, or of equal importance. Every condition or event is conceived to be related to something that went before and to something that comes after. Conditions and events are deemed important in so far as they serve to throw light upon some course of development. More briefly, then, a special and peculiar function of history is to trace development.

"History places, and helps to explain, successive stages in the development of mankind. In the light of history our most valued social possessions are seen to be deeply rooted in the past and the world is viewed as undergoing a continuous process of adjustment and change. Furthermore, the study of successive civilizations, with their differences and similarities, promotes a more sympathetic understanding among individuals, groups and peoples.

"History, by creating a sense of perspective, gives an intelligent notion of those human activities, decisions, and achievements which lie behind our present-day institution and problems. It makes intelligible the constant references to people and conditions of the past in literature, speeches, public discussions, and in the daily press. It affords training in the collecting and weighing of evidence. It furnishes a body of materials for the other studies for comparison and construction.

"History supplies the necessary background for an appreciation of much that is best in literature and art. It gives more interest to travel. It develops fair-mindedness by showing how loyal citizens have honestly differed on public questions. At the same time, it stimulates an intelligent patriotism by familiarizing young people with the history of their own country and its place in the world.

"History is to society what memory is to the individual. It is the record of the accumulated experience of the past and serves as

the key to the storehouse of human experience for the guidance of man in dealing with the problems of the present."<sup>1</sup>

The fundamental contribution of history to human understanding, then, is the time, place, and sequential relationship of significant events in the development of mankind. The importance of *sequential relationships* in the study and teaching of history can, therefore, hardly be over-emphasized. Unfortunately, much of our history is taught in memoriter fashion without much regard for continuity. It is only the exceptional teacher who has the developmental concept of history and teaches it in its sequential relationships. The invention of the cotton-gin, the Missouri Compromise, the Compromise of 1850, the Lincoln-Douglas Debates, Secession, and the Civil War may be taught either as unrelated facts or as a chain of events leading to a great American conflict. From the standpoint of economy of learning, the memorization of facts as an end in itself is a sheer waste of time; such a procedure is neither good history nor good psychology. The facts are soon forgotten and the sense of their relatedness and significance has never been taught. The point made here is not a new one at all but one that needs to be stressed in history teaching.

Somewhat related to the discussion of the developmental concept in history is the problem of historical vocabularies. History, like science, employs a technical vocabulary. As a matter of fact, history has been so condensed in attempts to include everything within the covers of a single textbook that very little is presented except its technical vocabularies with a sprinkling of names of men, places, and events, and dates. Such expressions as line of demarcation, charter, nullification, secession, tariff, free trade, confederation, embargo, truce, states' rights, freedom of the seas, etc., are only vaguely understood by most pupils. Mrs. Luella C. Pressey, in "*The Special Vocabularies of the Public School Subjects*," has listed some several hundred technical expressions for the subject of history. Meyer's study: (*Journal of Educational Research*, Vol. 8, 1923, pp 327-334) presents ample evidence, if any is needed, that pupils have very peculiar notions about many historical terms. Take, for example, four words from his list:

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<sup>1</sup>The Joint Commission on the Presentation of Social Studies in the Schools, "The Distinctive Contributions of History, Economics, Political Science, Sociology, and Geography to a School Curriculum Organized around Social Objectives," pp. 4 and 5.

*"Civilization.* A new class of people, not wild people, an education, not educated, a country where the people govern themselves, the way one lives, a colony untied.

*"Charter.* A rule or law, a person who holds a chart, a paper that laws are kept on, a sheepskin parchment written by a king.

*"Cabinet.* White house, place where representatives meet, house of representatives, the whole nation, a man, congress, senate, etc.

*"Smuggling.* Stealing, to sneak, drinking whiskey, kidnapping everybody, stealing furs, a person who smuggles beer, to tie up business."

Evidently something is wrong. The error is not that history employs a technical vocabulary. The vocabulary is just the symbolic expression of the concept which the subject has to present. The error is that people have not recognized the technical nature of history. The blame rests partly upon the textbook and partly upon the teacher. To one who has read widely in the field of history, the summaries found in history textbooks are meaningful and rich in content. Every word is a gateway to fields of rich experiences. But the child has no such experiences. If textbooks are to be mere compendiums, then the teacher must recognize this fact and put content into their technical vocabularies. He must supply the life-giving details.

The result of such teaching has been verbalism. To many pupils, history is just words—some they understand and some they do not. History becomes simply book learning. It has no particular import in the lives of those set to master it. History needs to be presented in a dynamic fashion. Dealing as it does with tales of adventure, conflicts, and heroism—military, political, social, economic and cultural—it should be as absorbing as fiction or adventure itself. It should be the most interesting of all the school subjects. But instead, pupils complain of its dryness and its abstractness. I shall venture to say that no historian ever developed an interest in history by reading high-school textbooks in the subject. Good history teaching, like all good teaching, starts with the experiences of the pupils and not with words. The technical vocabularies of history and the concepts which they symbolize represent goals rather than starting points in historical study. So much for the content of history.

History, after all, to be most worth while, should be to the teacher a method of giving experiences to pupils. The study of history, as pointed out by James Harvey Robinson<sup>1</sup> some years ago, should be a means of extending and broadening our memories and may be used to overcome the natural bewilderment of all unfamiliar situations. An individual confronted with a new situation draws daily upon his past experiences with similar situations. If he has had no past experience, he can probably draw upon the experiences of others. If the new situation is a type situation, he may find in the published lives of men or in the histories of peoples accounts of similar experiences immediately helpful. History, therefore, to be most worth while, should be conceived as a means of extending the mental horizon, experience, and memories of the human race, or, more specifically, the mental horizon of some twenty-five or thirty pupils that constitute the membership of some particular class in American history.

May I digress for a moment to say that there are some eight ways of getting experiences: (1) direct participation; (2) observation; (3) oral report; (4) reading; (5) pictures; (6) reflective thought; (7) problem solving; and, (8) generalization.<sup>2</sup> We may, for example, get an appreciation of *war* by actually taking part in battle or by looking on and by seeing pictures of military engagements, or by listening to the stories of returning soldiers, or by reading accounts of what happened. Obviously, the best way to understand the real meaning of *war* is to go into battle just as thousands of doughboys did during the World War. This is learning by *doing*. But learning by doing has distinct limitations, being a somewhat slow and cumbersome method of learning limited by both time and place, not to speak of cost. Most history is of a sort that cannot be taught through direct participation. Observation, the second method of getting experience, is really learning by seeing. Quite effective in certain fields of instruction, it has distinct shortcomings when applied to the teaching of history. The introduction of pictures, charts, diagrams, maps, stereographs, slides, and motion pictures may prove, however, an effective substitute for the real experiences. This field is new and needs to be developed. But for the present at least, history is primarily a reading, lecturing, problem-solving subject. And the prob-

<sup>1</sup>Robinson, James Harvey, "The New History," p. 17 ff.

<sup>2</sup>Bobbitt, Franklin W., "How to Make a Curriculum," pp. 44-59.

lem of teaching history is that of making the second-hand experiences derived from textbooks become—not merely to seem like—real experiences. Education is a matter of getting experiences and history must be no exception to the rule. The pupil must profit literally by the experience of the race.

Thus far, we have said that the purpose of history is to explain the processes by which the present came into being. Its guiding principles are continuity and development. The effective history teacher is conscious of these purposes and principles and applies them to his teaching. The bugaboo of history teaching is verbalism. The antidote is humanism. Besides these matters of content, history offers to its students a method of thinking about human data simple enough to be mastered by the average man of the street and important enough to merit serious consideration. Just as the physical and biological sciences have developed a procedure for dealing with data collected by direct observation, so has history developed a procedure for dealing with documentary evidence. Very few individuals realize how dependant they are upon documentary evidence. Our daily newspapers, magazines, books of history, biography, bulletins, governmental and otherwise, all are documentary in character. Age is not an essential characteristic of documents. Documents are the traces past and present which man has left indicative of his thoughts and actions in the past.

Lest I be misunderstood, may I state that I am not discussing the source method of teaching history. That is another discussion. But whatever the method used in presenting history, the outcome should be a working acquaintance with the historical method as applied to the problems of everyday life. Of the two fields of historical criticism—external and internal—the man of the street is concerned with the technique of internal criticism. Internal criticism deals with the mental operations which begin with the observation of a fact and end with the writing of words in a document. It is divided into two parts: one concerned with what the author meant to say, and another with the author's good faith and accuracy. The procedure is just that which every American citizen needs in analyzing current situations. It is the hope of democracy itself. Instead, we have institutionalized our prejudices. Take, for example, the party newspaper. Good democrats read good democrat papers. Good republicans read republican papers. And socialists, prohibitionists, and all the rest resort to their



party organ for guidance and inspiration. Just as the quantitative procedures of the physical and biological sciences have carried over into everyday life, so must the historical method become a part of the mental equipment of the man of the street. History must contribute both content and method.

John Dewey has stressed in divers writings the educative value of experience: education is the reconstruction of experience. History is no exception. Vitalized history is humanized history. It deals with the conflict of men, ideas, and institutions of the past. Its purpose is to explain how the present came to be; its principles are those of continuity and development. History teaching will be vitalized when teachers, principals, and superintendents become conscious of the peculiar contribution of history to human thought.



## SECOND SESSION

In the Auditorium of Central High School the second session of the tenth annual meeting was called to order at 2:35 P.M. by the retiring President of the Association, L. W. Brooks, Principal of Wichita High School, Wichita, Kansas, who introduced the incumbent President, William E. Wing, Principal of Deering High School, Portland, Maine, who read his address, entitled, *Internationalism, A Point of View*.

### INTERNATIONALISM—A POINT OF VIEW

WILLIAM E. WING,

PRINCIPAL OF DEERING HIGH SCHOOL, PORTLAND, MAINE

It is the purpose of this paper to call your attention again, to that very important phase of internationalism, world understanding through education, hoping that its reiteration from a standpoint somewhat different from that taken by previous speakers before this body, may in some slight measure, accelerate its fulfillment, if in your judgment, the fulfillment of such a purpose merits the support of educators.

World Understanding, as an Eighth Objective in Education was ably presented last year at the Cincinnati meeting by Mr. L. W. Brooks, Dr. Thomas, and Dr. Kandel. The splendid idealism of the proposed "Eighth Objective" has received much support, and if I read the signs correctly, public opinion, both here and abroad is much more sympathetic with the idea of world understanding at the present time than it has ever been in the past. Are we to add the weight of our influence, both individually and collectively toward its accomplishment?

So far the school has not universally added the weight of its influence for this new order, but on the contrary, and unintentionally, has been a positive hindrance to the progress of a well balanced understanding of international issues, through a prejudiced and narrow scope in the presentation of history.

Last year it was pointed out to us that nearly every subject in the curriculum can be taught internationally, or in other words, his-

torically. Even such elementary subjects as reading, writing, and arithmetic do suggest other peoples, other nations, and our indebtedness, as well as our contributions to them; thus developing in students, a capacity for tolerance; and a comprehension of the actual interdependence of all nations, of all eras, past and present.

Our transportation and communication systems compel world contacts. Few nations are willing to be isolated. Great and small are drawn into the international current, and we are steadily endeavoring to improve this international intercourse.

It is right that our youth should be inspired with the accounts of the glorious victories and terrible defeats of heroic men, who have fought for our national honor, as we have understood it in the past, and we know full well that high-school students are reasonably familiar with the names of the leading generals of many wars. They will recite with graphic detail the sufferings of the soldiers at Valley Forge, or the battle of the Merrimac and the Monitor; they will map the position of the armies at Gettysburg or tell about the Rough Riders at San Juan Hill, but ask them something of the real progress of nations in science, art, or intellectual development; of advances in civilization or sanitation, and the answers will be quite disappointing. As Dr. Jordan says, "These things do not seem to be sufficiently dramatic to receive attention."

Mine is only one voice joining the many calling for a new educational program which shall teach our youth to think of itself in the proper relationship to its fellows, i.e. with an international point of view.

By their enthusiastic endorsement of the Herman-Jordan Plan, the representatives of the five million teachers of the world, in convention assembled at Edinburg, have expressed their willingness to co-operate in the development of world understanding through education. The resolutions adopted at Edinburg, by the secondary-school group, after five days of deliberation and debate, with over fifty nations participating, are extremely pertinent to the presentation of subject matter in the classroom, and should be of particular interest to those who are seeking guidance.

There has been a perceptible change in the view point of most peoples since 1918. They are realizing more and more that no nation can live unto itself alone; that there can be no permanent prosperity

or permanent happiness until the nations of the world are committed to the proposition of "malice toward none, and with charity for all."

Yet this change, of which the general public has so recently become aware, has been a long time on the way; through the logical sequence of human events; through the influence of hundreds of international movements; through pulpit and press, radio, steamship, and cable, until an international concert is now in progress—and indicates in no slight measure a growing consciousness of the interdependence of nations; of the solidarity of human interest, and the motivation of a common purpose; that of mutual understanding and helpfulness.

In 1910, with prophetic vision, Mr. Knox stated, "Indeed, the tendency is very marked to substitute interdependence for independence, and each nation is likely to see itself forced to yield something of its initiative, not to any one nation, but to a community of nations, in payment for its share in the advance of richness of existence."

"We have reached a stage of development when the world's imagination is fast becoming accustomed to the judicial settlement of international differences." The belief that we are progressing from conflict to conciliation is supported by the following facts: previous to 1850, only thirty international questions had been settled by arbitration; from 1850 to 1900, there were over sixty, and during the last five years, six possible conflicts have been avoided through the intervention of the League of Nations.

If we admit the justice of the cause; if we accept the ideals which it offers; if we acknowledge its desirability; if we endorse its possibilities for service, should we not place ourselves in a position to cooperate with other associations? Would it not be unwise to shut our eyes to the main feature of the project, that of international understanding through education?

Preliminary to any constructive program dealing with world understanding, "there would seem to be a need of acquainting the teachers of our country, as a means of guidance, with the various movements calculated to bring the world into peaceful relations, one part with the other." This statement of Dr. David Starr Jordan's is the first guide post, and plainly points the way to school administrators of any nation, or of all nations which are interested in the development of world understanding through education.

At the outset we, as teachers, must know the history of internationalism; its successes; its failures and its dangers. We need to understand that internationalism does not imply a super-government; does not imply the minimizing of national importance or national traditions; does not imply pacifism in its invidious sense, nor the addition of another subject to an already crowded curriculum, but it does imply a larger conception of citizenship; it does imply the development of a more tolerant attitude produced by a slightly different presentation of subjects now being taught. It does imply a point of view which might be termed as historic sense.

It may help us better to determine the present status of internationalism if we consider very briefly something of its history. Through such consideration, it may appear that the psychological moment is at hand for us to assist in its consummation.

Just when the conception of national interdependence first occurred is difficult to determine. It may have had its inception in the monasteries of the tenth century. Feeble and ineffectual though it was, the monks of this period did seem to effect a certain degree of internationalism both religious and political.

To Grotius (Hugo Van Groot) the eminent Dutch jurist (1625) belongs the credit of being the father of International Law. The Thirty Years' War had been raging for seven years when Grotius produced his famous work, and the principles of international justice proclaimed by him at that time are manifest in the Treaty of Westphalia, which was executed twenty-three years later (1648).

Philander Knox, former Secretary of State, fixes this date as the birth of international consciousness, and this treaty as the first instrument which clearly recognized the independence and equality of states as well as their interdependence. If we start with this date, 1648, and this instrument (Treaty of Westphalia), the growth of internationalism is easily followed; we see the nations of western Europe brought together by material influences for the conclusion of peace, starting into action greater immaterial influences resulting in the establishment of that great international humanitarian movement, the Red Cross (1864).

Since 1693, when Wm. Penn advocated a European Diet or Parliament of Estates, which in principle was little different from the

League of Nations, the world has witnessed the institution of international organizations without number, touching every phase of human activity and human interest; international organizations affecting industry, commerce, labor, agriculture, law, medicine, surgery, education, religion, temperance, peace, art, literature, science, and human welfare, such as numerous social organizations ranging from service clubs to Boy Scouts.

Contemporaneous with the growth of these private organizations, we observe in sequence: first, the nations assembled at the close of war to conclude peace; second, assembled in peace times to limit the armaments of warfare, third, assembled in peace times to prevent war; and finally, assembled in peace times for the perpetuation of peace.

The acceptance of the mandates of the League of Nations, the changing attitude of Japan toward China, the Locarno Treaty, and the recent action of Congress relative to the World Court are some of the more recent evidences of the dawn of a new era. The international power conference following upon the heels of the international shipping conference again illustrates a new attitude of conscious world co-operation in production and exchange.

Polls of public opinion for the League of Nations and for the Bok Peace Plan show an enormous preponderance of opinion in favor of the willingness of our people to join with other nations in a definite and systematic movement toward a new world order.

A large share of the burden of clarifying, intensifying, and perpetuating this opinion is incumbent upon the school, because world understanding will not be achieved by legislation; by industrial or commercial conferences; by peace societies; or by social organizations, but only by all of these co-operating through the medium of education.

This association is not affiliated with the National Education Association nor with the World Federation of Educational Associations, yet it is the recognized organization representing secondary education in this country.

If this association is interested in the development of world understanding through education, and if this association is to take an active part in the development of such a program, it would seem desirable that the executive committee of this association appoint a commission: first, to co-operate with other agencies to the end that the

teachers in secondary schools "become acquainted with the various movements calculated to bring the world into peaceful relations, one part with another"; second, to present a report which may serve as a "means of guidance" for these teachers, in order that subjects now taught may be so presented that national interdependence and equality may be as clearly recognized as is the independence and equality of states.

## THE UNITED STATES AND THE WORLD COURT

HONORABLE CARROLL L. BEEDY, M.C., FIRST DISTRICT, MAINE

The question of the United States' adherence to the World Court has up to the most recent time held its position at the forefront of public discussion. In this case as is unfortunately true in the discussion of most questions of great moment, misunderstanding and misstatement have run riot. One readily understands how, in the storm of contention and counter contention, the average mind finds itself in a state of vague uncertainty. Despite the recent and prolonged discussion of America's adherence to the World Court by the United States Senate, mere mention of the subject to-day evokes the questions, "What is this World Court, and what are the real consequences attendant upon America's adherence?" Approaching our discussion from a purely non-partisan viewpoint (for partisanship has no relation whatever to the issue involved) I shall attempt to answer these two questions.

In the first place, let us be clear upon this fact. The Treaty of Versailles which created the League of Nations gave no life to a World Court. The World Court, more properly termed the Permanent Court of International Justice, did not come into existence until a separate statute with protocol of agreement annexed was signed by nearly all the nations of the world on December 20, 1920—practically a year subsequent to the signing of the Treaty of Versailles.

Again let there be no misunderstanding about this further fact. When the Treaty of Versailles created the League of Nations, it gave that League no power to sit as a Court, nor did it even repose in the League any power to create a Court. Elihu Root clearly stated the fact in this case. He said, "The duty of finding a way to solve an old unsettled problem was imposed upon the Council of the League of Nations by the 14th Article of its Covenant, which

provided as follows, 'The Council shall formulate and submit to the members of the League for adoption, plans for the establishment of a Permanent Court of International Justice.' It was in pursuance of this mandatory injunction that the members of the Council proceeded to their duties in the early summer of 1920.

What manner of men then composed the Council of the League of Nations? They were the representatives of ten great nations; they were politicians, statesmen. They were not trained jurists. They, therefore, recognized their inability to draft a statute for the establishment of a Court of International Justice. They went outside their own membership; yes, outside the League of Nations itself and appointed for the gigantic task in hand, a commission of international jurists. Our own Elihu Root was made a member. This commission in the course of its work departed radically from the suggestions which the Council had ventured to offer. The Council to the contrary notwithstanding, this Commission failed to give universal compulsory jurisdiction to the Court and it further provided that no suits between individuals and nations, but solely those between nations themselves, should be entertained and passed upon by the Court.

The work of the Commission was completed in the fall of 1920. Its plan for the Court was submitted first to the members of the Council of the League, and with a few minor changes was unanimously approved. It was then submitted to the nations in the Assembly of the League, and with a few additional minor changes, it was again unanimously approved. It was then returned to the Council which submitted the plan with protocol of agreement annexed, for approval by the nations of the world, irrespective of their membership in the League. Forty-eight nations have now signed the protocol or treaty by which life is given to the World Court statute.

It will, therefore, be seen that the present Court of International Justice derived its life from no provision in the Treaty of Versailles, from no provision in the Covenant of the League, from no action by any agency of the League, but solely from a separate and distinct statute with protocol of agreement annexed, signed a year subsequent to the signing of the Treaty of Versailles.

At this point, permit me to direct your attention to the fact that our government which has recently protested the confiscatory



legislation of Mexico which has refused to recognize Russia as a legitimate member of the family of nations, has until most recently allied herself with Russia, Mexico and Turkey in their aloofness, fearing the contaminating atmosphere of this Court of Justice.

It is a common conception that the World Court originated in the League of Nations. It is, of course, a misconception. It arose no doubt from the fact that the World Court statute was submitted to the nations of the world by the Council of the League. In truth, it originated in the proposal of the American delegates to the first Hague Convention in 1899. Our delegates to that convention were the first and only delegates ever instructed to propose a plan for a World Court. They made their proposal and it failed of adoption because no agreement could be reached by the large and small nations as to the manner of electing judges. Again it was due to the urgency and insistence of the United States Delegates to the Second Hague Convention in 1907 that plans for a World Court were agreed upon in their main essentials. Again they failed of adoption because no satisfactory method of electing judges could be agreed upon. It is the inevitable conclusion as a matter of sound logic, that the 14th Article of the Covenant of the League of Nations enjoining it upon the Council to formulate plans for an International Court, was the direct consequence of the United States' proposals for such a Court in 1899 and again in 1907.

If one will but read the protocol of agreement and the statute by which this Court is created, he will find it is indeed a World Court and not a League Court, as its critics have dubbed it. He will find, first, that any nation, whether within or without the League of Nations, is a competent suitor before this Court; secondly, that any citizen of any nation, whether within or without the League of Nations, may be elected a judge in this Court; thirdly, that any nation, whether within or without the League of Nations, provided it be a member of the original Court of Arbitration at the Hague, may nominate candidates for judges in this Court, and lastly, he will find that when those nations who adhere to the International Court convene in the Council and Assembly of the League of Nations to vote for a Judge in the Court, they exercise a special power vested in them by the terms of the World Court statute.

Here we may as well pause to ask and answer the question, "Why was it ever necessary that nations assemble in the Council and



Assembly of the League of Nations to elect Judges in the International Court of Justice?"

Prior attempts to found an International Court failed because the large and small nations could not agree upon a basis of representation on its bench. The same critical situation existed which faced the fathers in their attempts to establish this government. The small nations were jealous of the large. Our constitution finally embodied a compromise. All states were to be represented on the basis of population in the one branch of the Congress, while they were to be equally represented in the other. It remained for Elihu Root to point the way to a similar compromise in establishing the World Court. In substance he spoke as follows: Many little nations meet with the large in the Assembly of the League of Nations. Ten large nations meet in the Council. Here is machinery at hand ready for use. Let it be provided that a candidate for a judgeship in the World Court must be approved by a majority vote of the large nations in the Council and of the large and small nations in the Assembly of the League. "Agreed," answered the nations of the world. It resulted, therefore, that provisions to this effect were written into the World Court statute and agreed to by nations within and without the League of Nations.

Critics of the World Court in this particular admit that although the same nations of the world must be represented in the election of judges, although the same individuals might represent these same nations, yet they should meet not in the room where the Council and Assembly of the League sit, but in a different chamber, perchance at the Hague but not at Geneva. They insist that when thus assembled, they should be referred to not as nations meeting with the Assembly or Council of the League of Nations, but as members of a convention to elect World Court Judges. The Shakespearian philosophy that "A rose by any other name would smell as sweet," falls dully upon the ears of these critics. I submit, however, that theirs is a purely superficial criticism and in the minds of thinking people carries no weight.

How is this International Court composed? According to the terms of the statute creating it, the Court "shall be composed of a body of independent judges, elected regardless of their nationality from amongst persons of high moral character, who possess the

qualifications required in their respective countries for appointment to the highest judicial offices, or are jurisconsults of recognized competence in international law." The statute further provides that "no member of the Court can act as agent, counsel or advocate in any case of an international nature;" that the judges "may not exercise any political or administrative functions," and that they shall be elected for terms of nine years. Before taking office, each judge must take an oath in open court that "he will exercise his powers impartially and conscientiously." A session of the Court must be held each year and unless otherwise specially provided by the rules of court, each session begins on the fifteenth day of June and continues until the calendar is cleared of cases. All judgments of the Court are final.

What of the jurisdiction of this Court? It comprises first, all cases which parties may submit to it; (2) all cases specially provided for in treaties and conventions; (3) as between all states (now 23 in number) which have signed a special clause in the protocol accepting compulsory jurisdiction, the Court takes cognizance of all cases arising out of (a) the interpretation of a treaty; (b) all cases involving any question of international law (c) all cases involving the existence of any fact which if established would constitute a breach of an international obligation; (d) all cases concerning the nature or extent of reparation to be made for the breach of an international obligation; (e) and all cases involving the interpretation of a judgment rendered by the Court. Article 26 of the statute also gives the Court special jurisdiction over certain labor disputes.

Permit me at this point to call your attention to a particular branch of jurisdiction created by the World Court statute. The statute provides that the Court shall have jurisdiction over all cases provided for in treaties. The Covenant of the League of Nations is contained in the Treaty of Versailles. The 14th Article of the Covenant of the League of Nations provides that "The Court may give an advisory opinion upon any dispute or question referred to it by the Council or by the Assembly of the League of Nations." Thus do we find that the World Court is empowered to render advisory opinions. Understand me, the power to render such opinions does not flow from the provision in the Covenant of the League. It flows from the provision in the World Court statute which states specifically that the World Court shall have jurisdiction over all cases

specifically provided for in treaties. Advisory opinions are thus provided for.

It is to this particular power of the World Court that its opponents have taken vigorous exception. As to advisory opinions, it is true that eminent jurists have long differed concerning the wisdom of their pronouncement by a Court. By twelve of our state constitutions, this power is reposed in as many of our Supreme State Courts. The Supreme Court of the United States possesses no such power. When in 1793 President Washington submitted his twenty-nine questions to the United States Supreme Court justices for their opinion on the famous Genet episode and the maintenance of peace with France, the justices refused to give their opinions, stating that they found "strong arguments against the propriety of ex-judicially determining the questions alluded to."

Thus early in our history, it was decided that our Federal Supreme Court should render no advisory opinions. We approve of the wisdom of that decision. We believe that judicial bodies better serve the purposes of their conception when they confine their activities to litigated cases. We agree with Judge John B. Moore, now sitting on the World Court bench, that the rendering of advisory opinions is "obviously not a judicial function."

It should, however, be frankly conceded that in the instance of the twelve advisory opinions thus far rendered by the World Court, the highest judicial standards have been maintained. It ought also to be said that when the World Court Judges were formulating the rules of court, Judge Moore stressed the fact that the court's rules of procedure should discountenance any suggestion of inviting requests for advisory opinions. The rules adopted were based on this view, and Judge Moore has himself said that they "assimilate the process as far as possible to a judicial proceeding and exclude any supposition that advisory opinions may be rendered in a diplomatic sense and without publicity." Now when an advisory opinion is requested, notice is given all parties, arguments are heard, briefs are submitted, and the opinion finally delivered in open Court. It has been said that even a trained lawyer chancing to visit the Court when engaged in its work, could not tell whether it was hearing a case involving an advisory opinion, or a purely judicial decision.

Inasmuch as America's adherence to the World Court will be accomplished if at all through reservations, one of which stipulates that no advisory opinion in any way affecting us shall be rendered without our consent, it is difficult to see how even an abuse of the Court's power in this respect need ever be feared by the United States.

Professor Manley O. Hudson has said that "The problems of the present always seem insoluble unless they are seen in perspective—we want to know what happened in the past in order to get perspective for facing the future. To-day if ever in human affairs, we need that perspective." Students of local history will recall that objections were once raised to the establishment of the Supreme Court of the United States. Let me review some of these objections.

It was objected that a United States Supreme Court would become the instrument of political factions. It was declared that the Court's judges would be subservient to that party whose President appointed them and by whose majority in the Senate they were confirmed. It was objected that no Supreme Court should be established with power to pass upon questions vital to the several states. It was declared that the establishment of such a Court would be useless because there would be no means of enforcing its decisions. As we look back over the years, the criticisms offered to the establishment of our Supreme Court seem of little importance. The big thing that looms through the years is that despite the obstructionists, we formed our great court and empowered it to pass upon questions vital to the whole nation. The all important consequence of our action is the great court itself which has won a world-wide respect and created a body of case precedents invaluable to the security of property and the protection of life in organized society.

Let us listen for a moment to some of the present day objections to the establishment of an International Court. It is objected that the Court will become the political instrument of the League of Nations. It is objected that we should adhere to no Court presided over by foreign judges, who might perchance be permitted to pass upon questions important to this country and to the world. Indeed the time may come when a decision of this Court may be challenged by a losing nation re-echoing the taunting defiance of Andrew Jackson, who declared of our own Supreme Court, "Marshall has made his decision—now let him enforce it."

On the next objection, the Court's opponents divide upon theory and the basis of reason. One faction declares it will be useless to create an International Court which can rely upon nothing for the enforcement of its decisions except the enlightened conscience and public opinion of the world. The other faction declares against our adherence to the Court because the Court's judgments are to be enforced by wars into which we shall be dragged.

To represent to this country that adherence to the World Court by America will be the means of dragging us into European wars is well nigh criminal. This notion is the result of either wilful misrepresentation or loose thinking. I prefer to treat it under the latter head. I prefer to be charitable and to assume that the idea is traceable to the provisions of the 13th Article of the League Covenant. That Article provides as follows: "*The Members of the League* agree that, whenever any dispute shall arise between them which they recognize to be suitable for submission to arbitration or judicial settlement and which cannot be satisfactorily settled by diplomacy, they will submit the whole subject matter to arbitration or judicial settlement." Paragraph four of the same Article further provides, "*The Members of the League* agree that they will carry out in full good faith any award or decision that may be rendered, and that they will not resort to war against a Member of the League which complies therewith. In the event of any failure to carry out such an award or decision, the Council shall propose what steps should be taken to give effect thereto."

It will be seen that the foregoing is an agreement between those nations alone which are Members of the League. It binds no other nation. However, let us assume for the purpose of argument alone, that the position of the war-scare critics is correct, and that an agreement between Members of the League would be binding upon nations not a party to the agreement. Let us assume it to be binding upon the United States who, if she adheres to the World Court, does so with an express reservation that no legal relationship to the League of Nations is involved and no obligations under the Treaty of Versailles are assumed.

The terms of the agreement above quoted refer both to "arbitration" and "judicial settlement," to an "award" or a "judicial decision." In fact, the terms "judicial settlement" and "judicial decision" were inserted in the 13th Article of the Covenant by way

of amendment subsequent to the establishment of the International Court. Prior to its establishment, no such terms appeared in Article 13. If then, anything contained in this agreement between the Members of the League were binding on the United States through its adherence to the International Court with reservations, it has been the more binding ever since the League came into existence, during which time we have been a member of the original Court of Arbitration at the Hague without any reservations.

If the contention of the war-scare critics be true, European nations at any time subsequent to the signing of the League Covenant, might have submitted a dispute to the Court of Arbitration at the Hague, and in the event of a refusal by one of such nations to abide by the award, the Council might have proposed what steps should be taken to give effect thereto, thus involving the United States in the possibilities of war. Of course, such a thing never has been true and never could be true through any adherence by the United States to the Court of International Justice.

The argument that the United States might be drawn into wars to assist in the enforcement of the Court's decisions is a scare argument, adopted to prey upon the suspicions and ignorance of those who have neither the time to study, nor the capacity to understand the real facts in the case. It is an argument against any World Court and not against The World Court.

Again, it is objected that our adherence to the World Court would imperil the further life of the Monroe Doctrine and surrender to foreign nations the right to pass upon purely domestic questions. In the first place, let me say that America's adherence to the World Court involves the surrender of nothing. It is simply an agreement to give official recognition to the Court and if any dispute shall arise involving us, to submit that dispute to the Court through our Executive, with the advice and consent of the Senate in each particular instance, if at the time it seems best to do so. Furthermore, so far as the Monroe Doctrine itself is concerned, it is but a pronouncement of America's views as to the right of European nations to interfere with governments in the western hemisphere. A political view cannot be ceded away by a treaty; but assuming that it could, and with a view to quieting the fears of those who see in the World Court an instrument for the destruction of the Monroe Doctrine, the Senate resolu-

tion recently approved, contained not merely the reservations to which I shall later refer, but an express stipulation that adherence to the World Court statute with protocol annexed "shall not be so construed as to require the United States to depart from its traditional policy of not intruding upon, or interfering with, or entangling itself in the political questions of policy or international administration of any foreign State; nor shall adherence to the said protocol and statute be construed to imply a relinquishment by the United States of its traditional attitude toward purely American questions."

Not only does America's adherence to the World Court in no sense endanger the Monroe Doctrine or involve any surrender of our own right to pass upon purely domestic questions, but if there were anything to the argument that European nations might at some time submit a dispute to the World Court involving the Monroe Doctrine or a question of our immigration policy, such European nations could have long since submitted disputes involving such issues to the Court of Arbitration at the Hague, of which we are a Member without any reservations whatever. There is absolutely no basis in fact and reason to such argument. I repeat, this and similar arguments are scare arguments. They are arguments against any kind of a World Court but not against The World Court.

Let us ask ourselves these questions: As contrasted with the Court of Arbitration at the Hague, which is in no sense bound to settle disputes in accordance with law, but which may compromise disputes and render awards attuned to political expediency alone, will the establishment of an international Court for the settlement of international disputes on the pure basis of law constitute a forward step? May we look to such a Court to build up a helpful body of case precedents in international law? May we look to such a body to minimize the possibilities of war through an inducement to the peaceful and legal settlement of disputes? If so, it seems to me there is but one answer.

By the terms of our constitution, treaties are negotiated by our Executive with the advice and consent of the Senate. Adherence to the World Court can be accomplished only through a treaty—hence, recent action looking to our adherence to the World Court was taken by the Senate. The recent Senate resolution favoring the United States' adherence was hemmed about and safeguarded by the follow-



ing reservations and restrictive resolutions: (1), the resolution stipulated that our adherence should involve no legal relation on our part to the League, and no obligations under the Treaty of Versailles; (2) that we be permitted to participate through representatives designated for the purpose, and upon an equality with other states in the election of judges or deputy judges to the Court; (3) that we be permitted to pay a fair share of the expenses of the Court, to be determined and appropriated by the Congress of the United States; (4) that we may at any time withdraw our adherence, and that the Court Statute shall never be amended without our consent; (5) that no advisory opinion touching any dispute or question in which the United States has or claims to have an interest, can be rendered by the Court without our consent. Next follow specific resolutions that our adherence may be had only with the understanding that we submit no disputes except by special agreement through treaties. This, of course, involves action by the President with a two-thirds consent vote of the United States Senate in every instance. Finally there is a provision in the resolution, to which I have already called your attention, emphasizing the fact that our adherence shall be construed to imply no relinquishment of our traditional American policy, namely, that of abstaining from all interference with foreign politics and of tolerating no European interference with purely American questions. If America's adherence to the World Court be consummated, no possible harm can befall this country under the terms of that all protecting World Court Resolution which passed the Senate on January 27th last.

Where do we now find ourselves? For thousands of years, man has reared his family at great sacrifice and made his costly contributions to the up-building of nations grown powerful in trade and war. Whatever excellence may have been realized in education, whatever the perfections in local systems of jurisprudence, however close may have been the approximation to an exact civil justice, yet the world has ever been a prey to primitive and barbaric passions. Successive generations in mad resort to war have torn down what a prior age built up. In their vain strivings to realize a better order, the greatest minds have spent themselves in an effort to provide some satisfactory means for the adjustment of international differences.

In a comparatively brief space of time, governments recognized in their local laws the difference between a private and a public wrong.



A private wrong, such as the breach of contract, was long since recognized as affecting only the individuals concerned. The public's duty ceased when it established courts for the adjudication of such private differences. The individuals concerned were left to settle their own disputes. Other wrongs, however, were soon recognized as affecting the public welfare. Robbery was seen to concern not only the well-being of the person robbed, but the safety of person and property in general.

A system of public law to deal with public wrongs soon developed. Public prosecutors represented the public well-being. But in six thousand years the nations have never recognized that violent wrong inflicted by one race upon another, threatened the peace and well-being of all. I mean to say they have never recognized it to the extent of out-lawing violent and international wrong, and providing any legal institution for the adjudication of international differences. Murder and arson were long since out-lawed by nearly every system of jurisprudence. War has never been out-lawed. In fact, the great body of our so-called International Law is composed largely of rules and regulations under which wars may be prosecuted "according to Hoyle." So far indeed has war been legalized that if Russia should wrongfully attack China to-day, we must maintain a strict neutrality. The only war which America is permitted to recognize as unholy is a war waged by a persecuted minority against a temporary majority who, having usurped power, are perchance wielding it unjustly. A revolution is unlawful. Under International Law, our American Revolution was the only recognized form of illegal warfare.

Not only has the world held up an inverted international code, but it has apparently failed to understand that "next to the preservation of national character, the most valuable possession of all peaceful nations, great and small, is the protection of those laws which constrain other nations to conduct based upon principles of justice and humanity." It has apparently failed to understand that "without the protection of such laws, there is no safety for the small state except in the shifting currents of policy among its great neighbors, and none for a great state, however peaceful and just may be its disposition, except in readiness for war."

After the seemingly interminable and utterly dreary stretches of the years, the world has an institution which not only recognizes the prerequisites to international peace but would make universal ex-

tension of law, based upon international justice. It is truly an International Court. It is presided over by eminent jurists and students of International Law from many nations. Our own John Bassett Moore honors its bench. It would force itself upon no nation. It has thrown open its doors to all nations. It bids them enter.

Senator Borah would ignore this invitation and turn his back upon this Court until the world has outlawed war. We all desire the outlawry of war, yet there are few who believe that it will be outlawed by a fiat or a statute. War will be outlawed when international standards have been raised to higher levels. "Loyalties fostered for years are now too provincial. New institutions for peace must be built, and around these institutions new loyalties must grow." Patience, persistence, faith, and courage are the prerequisites to advancement in a world composed of states representing all stages of social and political development. If in this world we shall but exercise these qualities, we shall help to better the lot of man. If we insist upon all or nothing at the outset, we must fail.

First, let our adherence to this International Court be completed. Let America join hands with other great nations to work together through this Court, to the end that the world may realize a higher standard both of morals and of laws. Let us utilize the World Court as a medium for dispensing material international justice. Thus we may indeed speed the day when war shall in truth be adjudged a thing accursed and unseemly in the sight of man.

Mr. R. R. Cook, Principal of Theodore Roosevelt High School, Des Moines, Iowa, chairman of the Committee on Standard Blanks, reported for the Committee.

#### REPORT OF COMMITTEE ON STANDARD BLANKS

MR. R. R. COOK,

PRINCIPAL OF THEODORE ROOSEVELT HIGH SCHOOL,

DES MOINES, IOWA, CHAIRMAN

In presenting this report on the work of your committee on Standard Blanks, the committee wishes to acknowledge the splendid response on the part of the membership of this Association to the request for blank forms. From 400 requests sent out, 263 sets of blanks were received up to the time of the making of this report.

This response indicates an interest in this problem, on the part of the principals. This interest was manifested last year, at Cincinnati, by the large number of persons who studied the blanks that were on display and who made notes on the items included in many of the blanks.

The committee wishes also to acknowledge the valuable work done by Professor L. V. Koos and Mr. Oliver L. Troxel, of the University of Minnesota, these men being chiefly responsible for the detailed work done in the analysis of the many sets of blank forms that were collected, and the preparation of the main body of this report, dealing with this analysis. The work of the committee as a whole consisted of an outlining of the plan of procedure, in gathering and analyzing material in use in typical schools in different parts of the country and deciding that the first and most important need was in the direction of standardizing the permanent records and the blanks used in the collecting of the information called for on the permanent records.

The committee delegated to Leonard V. Koos and Oliver L. Troxel the task of making an analysis of certain high-school record forms. Their analysis follows:

## AN ANALYSIS OF HIGH SCHOOL RECORD FORMS

OLIVER L. TROXEL AND LEONARD V. KOOS,

*University of Minnesota, Minneapolis*

### I. THE NATURE AND METHOD OF INVESTIGATION

The Committee on Standard Blank decided at its meeting on October 31, 1925, to have made an analysis of record forms used in representative high schools, as a first step toward preparing and recommending a standard form to the Association. Accordingly four hundred letters were sent out on November 28th to members of the Association requesting a set of all blanks used in gathering and recording data for pupil's permanent records. The mailing list was made up from the membership of the Association, care being taken to include the principals of junior, senior, and junior-senior high schools, at least one principal in every city above 100,000 population, and also a fairly even distribution of principals by size of city and location by states, so far as these things were possible within the membership of the Association. In general, not more than one principal in a city

was requested to send forms. Two hundred and sixty-three sets of forms were received up to the time of preparing this report.

Since the greatest number of forms was received from the large high schools, a large number of them were taken for analysis. For the large (over 500) four-year high schools, sixty sets are included; for the small (under 500) four-year high schools, fifteen; for the junior-senior high schools, twenty-five; for the junior high school, fifteen; and for the senior high schools, ten. For all except the first two groups mentioned, practically all sets in hand at the time the original grouping was made are included in the analysis.

The essence of the problem of providing the basis upon which a standard blank is to be erected is detail; it may not be solved by making a few broad gestures. Although certain large principles may be helpful, if they are to be properly applied to all the questions of content and organization that arise, almost endless mazes of details must be threaded.

The major divisions under which the materials are here presented are: (1) the forms found to be in use, including their number, the types frequently found, and the types less frequently found; and (2) the results of the analysis of the permanent record form, including those pertaining to size, other mechanical features, items frequently found, and items less frequently found.

## II. THE TYPES OF FORMS IN USE

*The number of forms in use.* A comparison of the number of different forms submitted by principals of schools of different types as shown in Table I reveals no differences among types of schools larger than the differences within the same type. The number of forms as indicated by the medians shows the widest difference between the large four-year and the small four-year high schools. The median number for all schools is just below fifteen different forms. The great variation in number of forms within the types of schools is striking. Using the large four-year high school as an example, the actual figures from which the distribution in Table I is derived show that one school uses only five forms while another has seven times as many.

The forms included in the tabulations are intended to cover all blanks used in gathering and recording data for pupil's permanent

records. If a form could be used in any way, either directly or indirectly, in gathering and recording data for permanent records, it was included. Many principals helped greatly in settling the difficulty so far as their forms were concerned by explaining the use of each blank or by sending forms filled out so that the use could be more readily determined.

The first objective of the study was to secure a list of all forms used by the one hundred and twenty-five schools whose forms were selected for analysis and to find out how many schools were using each type of form. In order to secure a basis for the classification of forms a preliminary tabulation was made of all the items appearing on each form in six of the sets. From this preliminary tabulation, a working list was made to which others were added as found.

TABLE I  
NUMBER OF FORMS SUBMITTED

Numbers of Forms	Large 4 year High Schools	Small 4 year High Schools	Junior- Senior High Schools	Junior High Schools	Senior High Schools	Total
1-4 .....	—	4	—	—	—	4
5-9 .....	10	3	3	2	4	22
10-14 .....	14	7	12	5	3	41
15-19 .....	19	1	6	3	1	30
20-24 .....	11	—	3	4	2	20
25-29 .....	5	—	1	1	—	7
30-34 .....	—	—	—	—	—	—
35-39 .....	1	—	—	—	—	1
Number of Schools.....	60	15	25	15	10	125
Medium number.....	16.4	10.7	13.9	15.8	11.7	14.5
Smallest number.....	5	3	5	9	7	3
Largest number.....	35	17	25	25	22	35

The difficulty of making a tabulation, apparently so simple, of the record forms of a number of high schools, in order to get at the frequency of appearance of each form, will hardly be appreciated by one who has not undertaken a similar task. The large number of different forms encountered is not in itself the greatest difficulty, although the burden certainly is not lightened by the multiplicity of forms. The fact that one school uses one blank to serve several purposes where another uses two or three or more forms, with the constant overlapping of uses of the various forms, is discouraging to the task of classification. In the midst of the job one is almost ready to say that no two schools have any one blank the same in form and use, though at the

end he is ready to admit that such a statement is an exaggeration. In the one hundred twenty-five sets of blanks studied for frequency of appearance, two hundred seventy different forms appeared in the original tabulation. This number could be appreciably increased by refining the distinctions in usage. To reduce the number to any appreciable extent it would be necessary in many cases to place two different forms submitted by the same school under the same heading. In fact this was necessary in some cases to keep the number as low as two hundred seventy.

In order to reduce the number of captions sufficiently to show a frequency of the most common forms (Table II), those which could by any means be placed together have been combined, while those with a total frequency below 7 after this process have been arbitrarily omitted. In Table II the number of types of forms has been reduced to twenty-three. Two types of sub-items are given in this table, those given without footnote reference being different forms in addition to the one indicated by the main heading but related to it, and those indicated by an asterisk (\*) being the most frequent special types of forms combined to give the frequency in the main heading. As an example of the first type of sub-heading, No. 1, Permanent Pupil Record, may be noted. One hundred two schools submitted forms so classified. In addition many of these schools submitted other related forms such as (a) Personal record, (b) Educational or mental test record and (c) Permanent cumulative mark record. As an example of the second type of sub-heading, No. 4, Teachers' Mark Report, may be noted. Fifty-six schools submitted some form of teachers' mark report, some of which were class reports and some were individual pupil reports. The sum of the frequencies of these sub-items will not exactly equal the figures given for the main heading because some schools have more than one of the types appearing in the sub-heading. Only the most frequently appearing components are listed in Table II, so that it is entirely possible for the main heading to have a larger total frequency than the sum of the frequencies of the sub-items.

*Forms Frequently Found.* The classification of the items appearing in Table II into the six main divisions (A to F inclusive) corresponds to a more or less natural division according to the uses of the forms. Some forms which may serve a dual purpose were classified under the division where it seemed to have the larger use. The ques-

tion of giving certain forms major or subordinate numbering had also to be rather arbitrarily decided in some cases. When one considers that a complete list of items would mount up to at least 270 captions, the organization into six major divisions with no more than twenty-two major forms, seems distinctly worth while even though the organization must be far from perfect.

TABLE II  
FREQUENCY OF APPEARANCE OF EACH FORM  
(Number of different schools represented in parenthesis)

A. FORMS PRIMARILY FOR GENERAL OR  
MARK RECORDS

	Large H. S. (60)	Small H. S. (15)	Junior- Senior H. S. (25)	Junior H. S. (15)	Senior H. S. (10)	Total (125)
1. Permanent Pupil Record.....	55	14	24	14	9	116
a. Personal Information Record...	5	—	2	—	—	7
b. Educational or Mental Test Record (or both).....	4	1	2	2	—	9
c. Permanent Cumulative Grade Record .....	3	—	1	3	—	7
d. Collateral Reading and Theme Record .....	9	1	3	1	—	14
2. Individual Mark Record for Class- room or Home Room Teacher, Ad- viser, or Principal.....	24	—	5	4	2	35
3. Permanent Guidance Record.....	3	—	2	3	2	11
a. Guidance Information Record..	9	2	2	—	1	14
b. Employment Application .....	4	—	3	—	1	8

B. FORMS USED PRIMARILY IN GATHERING  
MARK RECORD

4. Teachers' Class Record Book.....	25	2	10	8	5	50
5. Teachers' Mark Reports.....	37	4	16	5	4	66
a. Class* .....	35	4	13	4	4	60
b. Individual* .....	7	—	6	2	1	16
6. Deficiency Reports to Office (9 types)	17	3	6	4	3	33
a. Individual Tentative Failure Re- port* .....	5	—	2	1	—	8
b. Individual Failure Report*.....	4	—	2	1	—	7
c. Class Failure List*.....	4	1	2	—	1	8
7. Distribution of Marks.....	6	1	6	3	3	19
8. Certificate of Credit (to or from an- other school) .....	20	2	3	2	3	30
9. Eligibility Mark Reports—Athletics, etc. ....	6	2	5	1	1	15

\*Components of the main heading under which it stands.

TABLE II—Continued

	Large	Small	Junior	Senior	Senior	
	H. S.	H. S.	H. S.	H. S.	H. S.	Total
	(60)	(15)	(25)	(15)	(10)	(125)
C. FORMS PRIMARILY FOR RECORDING AND GATHERING ATTENDANCE DATA						
10. Pupil Daily Attendance Record.....	32	2	12	5	4	55
a. Individual* .....	26	2	9	3	2	42
b. Group—from 2 pupils up on one sheet* .....	5	—	4	2	1	12
c. School—Space for entire school in book* .....	5	—	3	—	1	9
11. Teachers' Pupil Daily Attendance Report .....	44	12	23	15	8	102
a. Individual pupil attendance re- port .....	4	—	3	—	—	7
b. Session room attendance report.	5	—	4	—	—	9
c. Periodical statistical attendance report .....	9	2	7	6	1	25
d. Periodic list of those left or dropped .....	8	—	—	—	1	9
D. FORMS USED IN REPORTING TO PARENTS						
12. Report Card .....	47	13	24	13	10	107
13. Letters to Parents (13 types).....	34	9	13	6	5	67
a. Unsatisfactory school work*....	24	6	7	5	5	47
b. Concerning absence or tardiness*.	14	3	6	2	3	28
E. FORMS FOR ENROLLMENT, PROGRAMMING, TRANSFERS						
14. Entrance Enrollment Card.....	36	6	21	10	5	78
15. Subject Forecast Card.....	35	6	12	5	7	65
16. Pupils Daily Program Card.....	57	8	21	14	8	108
17. Change of Program Card.....	8	—	2	2	—	12
18. Transfer Notice, Admission, Dis- charge and Promotion Card.....	6	1	2	4	—	13
a. Class Admittance card.....	5	—	1	—	2	8
F. EXCUSES, PERMITS, DISCIPLINARY AND OFFICE CALL FORMS						
19. Excuse Blanks (10 types).....	43	8	20	12	8	91
a. Tardiness excused*.....	15	1	7	2	—	25
b. Absence excused*.....	2	3	6	7	3	21
c. General excuse*.....	7	1	6	4	1	19
d. Absence excused and unex- cused* .....	12	—	2	2	1	17
e. Absence and tardiness excuse*..	6	5	3	—	3	17
20. Permits (19 types).....	34	6	12	9	6	67
a. Room transfer permit*.....	14	3	5	7	—	29
b. Library permit*.....	16	1	4	1	2	24
c. Permit to leave building*.....	8	1	6	2	2	19
d. Permit to come late or leave early* .....	7	—	1	—	1	9

\*Components of the main heading under which it stands.



TABLE II—Continued

	Large		Small		Junior		Total
	H. S. (60)	H. S. (15)	H. S. (25)	H. S. (15)	H. S. (10)	H. S. (125)	
21. Special Requests or Special Calls from Office (9 types).....	19	1	8	3	2	23	
a. Special Call for report of pupils work* .....	12	—	2	1	—	15	
b. Special call to come to office*....	4	—	2	1	—	7	
22. Discipline Report to Office.....	9	—	2	1	1	13	
a. Detention slip*.....	3	3	3	—	—	9	

\*Components of the main heading under which it stands.

The wide variety of forms used by the schools may be illustrated by reference to division A of Table II. In addition to the Permanent pupil record eight forms with frequencies above 7 serve some similar or closely related purpose. The nine schools which did not have permanent records would not thereby necessarily lack for recording forms. It is also probable that some principals in schools in which such forms are in use, inadvertently omitted them from the package sent us. One may select such closely related forms as 1 a, Personal information record, and 3 a, Guidance information record, and inquire why they are not listed as one form and the frequencies combined. In this case as in many similar cases the same school has both of these blanks, quite similar in name and form and probably similar or overlapping in function. The strikingly small number of Permanent guidance record forms also leads one to note that the newer types of organization do not seem to give much larger place to this function, as judged by the number of blanks, than do the four-year high schools.

In Division B, *Forms Used Primarily in Gathering Mark Records*, there have been classified several forms which are of a dual nature. Teachers' class record books (4) may be used in some cases as a record for attendance. In some places these books are filed as a part of the permanent mark records. The comparatively small number of schools submitting Pupils' daily attendance record (10) led to a comparative count which shows that twenty-five schools which do not have the pupil daily attendance record forms, supply their teacher with class record books. This does not, of course, prove that the teachers class record book is so used. Teachers' mark reports (5) are most commonly made out by classes. A comparison here reveals the fact that the schools use two blanks for mark reports, an individual and a class form.

Nine distinct types of Deficiency reports (6) to the office were found. Only three of the most common forms are included in this table, the others being infrequently found. Numbers 7, 8 and 9 represent forms the material of which may not always get to the permanent record forms. They do, however, represent secondary sources of data from which permanent records may be derived; hence their classification in this division.

Reference to Division C, *Forms Primarily for Recording and Gathering Attendance Data*, leads one to suspect that many schools failed to send us their pupil daily attendance record forms. Another possibility is that Teachers' pupil daily attendance reports (11) may be filed as attendance records, particularly when such reports cover several weeks or a month. The word "daily" in the name of this form does not refer to the frequency of report by the teacher, but to the fact that the attendance record of the pupil is kept by days. Some of these reports are turned in daily for recording in the office of the principal. Others have space for one or two or more weeks. The latter may in some cases also constitute the permanent attendance record.

*Forms Used in Reporting to Parents*, Division D, are of two kinds, the report card (12) and Letters to parents (13). The most common type of report card is that on which marks for all subjects are sent to parents at regular intervals. Three schools have separate report cards for each subject taken by the pupils. The letters to parents are occasional reports. Only two types are common, both of which call the attention of parents to unsatisfactory conditions. The other eleven forms appear infrequently. Schools which use any of the letter forms often have two or three and some have as many as five or six.

All of the items of Division E are undoubtedly clear, except possibly No. 15, Subject forecast card, which is not commonly known by that name. This form usually contains space for the list of subjects the student is taking during the current semester and also space for subjects for the next semester. Some provide a forecast for more than a semester or a year. Many of them have space for approval signatures of parents or advisers. Pupils daily program cards (16) appear to be of two kinds, those for the use of the pupil and those for office use. It was impossible to separate them into two distinct kinds because many did not indicate which use was intended. Others apparently intended that the same form should be used for both pur-

poses, the pupil making two copies, one to be kept for his own use and the other turned in to his adviser or to the office. Still others had different forms for these two purposes. The frequency represented in the table is the number of different schools having either or both such forms.

Division F is not entirely a homogeneous group, but the forms classified here do have something in common in that all are concerned with details of internal administration. Excuse blanks (19) are concerned with minor details of attendance to some extent. On more careful thought, however, they seem more closely related to problems of discipline. Some schools use as many as three or four separate excuse blanks, each with a specific function, while others take care of all types with one blank. Still others submitted no excuse form. The larger proportion of schools not submitting an excuse form are small schools.

Nineteen specific types of Permits (20) were found. Few more than half of the schools submitted any permit forms. Some submitted as many as three or four. Forms for special request or special calls from the office (21) are not common. No school submitted more than two types of such forms and only two types are common enough to be included in the table. Special forms for discipline reports to the office (22) were rare being submitted by only 13 of the 125 schools.

*Percentage frequency in two groups of schools.* The comparative frequencies of the various forms by types of schools is not clear from Table II because of the difference in number of cases for the various types of schools. A percentage table would not be particularly significant because of the small number of cases. For purposes of comparison Table III was derived by combining frequencies (1) for the two sizes of four year high schools and also combining frequencies (2) for the three types of reorganized schools. This gives 75 four-year high schools and 50 junior-senior, junior, and senior high schools combined. Percentages figured on these bases will serve for comparison. Only the 22 main types of forms are included in Table III.

TABLE III

Comparison of Percentage Frequencies of the Chief Forms With Schools Grouped Into Two Types, (1) Four Year and (2) Reorganized Schools

Type of Form	Percentage four year high schools	Percentage Others
1. Permanent Pupil Record.....	92	94
2. Individual mark Record for Classroom or Home room Teacher, Adviser, or Principal.....	32	22
3. Permanent Guidance Record.....	4	14
4. Teachers Class Record Book.....	36	46
5. Teachers Mark Reports.....	55	50
6. Deficiency Reports to Office.....	27	26
7. Distribution of Marks.....	9	24
8. Certificate of Credit.....	29	16
9. Eligibility Mark Reports.....	11	14
10. Pupil Daily Attendance Record.....	45	42
11. Teachers Pupil Daily Attendance Report.....	75	92
12. Report Card.....	80	94
13. Letter to Parents.....	57	48
14. Entrance Enrollment Card.....	55	72
15. Subject Forecast Card.....	55	48
16. Pupil Daily Program Card.....	87	86
17. Change of Program Card.....	11	8
18. Transfer Notice, Admission, Discharge, and Promo- tion Card .....	9	12
19. Excuse Blanks.....	68	80
20. Permits .....	53	54
21. Special Requests or Calls from Office.....	27	26
22. Discipline Report to Office.....	12	8

The conspicuous fact about the columns of percentages in Table III is the close agreement between the two types of schools. The only forms showing a distinctly higher percentage for four year schools are Individual mark record for classroom or home room teacher adviser or principal (2), Certificate of credit (8), Letters to parents (3), and Discipline reports to the office (22). Only one of these shows a difference of as much as 10 percent. The forms with a distinctly higher percentage in the reorganized schools are Permanent guidance record (3), Teachers' class record book (4), Distribution of marks (7), Teachers' pupil daily attendance report (11), Report card (12), Entrance enrollment card (14), and Excuse blank (19). Five of these items show differences above 10 percent, the highest difference being on Items 11 and 14, each showing a frequency 17 percent higher in the reorganized than in the four year high schools.

*Forms Less Frequently Found.* Examination of Tables II and III may have convinced the reader that in the record forms of the

various schools there is more similarity than difference—that as to the kinds of blanks used there is considerable unanimity of practice. Such a conclusion is not fully justified. It must be remembered that all forms appearing infrequently were omitted from these tables. In Table IV a partial list of the forms omitted from Tables II and III is given with the frequency for the entire list of 125 schools. Table IV will serve two purposes, one being to disillusion any reader who believes that in practice high schools are agreed on the forms to be used. The other purpose is to show variations of practice which may in some instances be in the nature of improvements on the forms which are in more common use. In the table the forms are grouped under the five main divisions used in Table II. The grouping is more difficult to make and to defend for these forms than for those in more common use. While some forms may seem to be out of place in the divisions with which they are grouped, the grouping will undoubtedly be of some assistance in studying the table.

A few of the forms named in this table were counted in Table II in getting frequency by schools for such items as permits, etc. All such items are clearly indicated in the table. The forms appearing in this table which probably mark a forward step by the schools using them are some of the guidance and placement forms and some of the extra-curriculum activity records, all of which appear in Division A. The question naturally arises as to whether such records may not well be kept on other forms which are more common. Only an analysis of all of the forms which schools use would tell whether similar records are kept by other schools on the forms they use, and this analysis has not been essayed in this study.

The reader is again reminded that Table IV is only a *partial* list. The length of the list could be doubled without exhausting the number of forms found, even though considerable combining has been done in assembling Table II. Only a brief examination of these tables is necessary to convince one that some standardization may well be attempted. First it is necessary that high-school principals come to a better agreement as to the kind of information which should be collected for the permanent records, and the degree of detail with which it should be recorded. Then a set of forms devised to collect and record this information most efficiently may be devised. No one would argue that all schools should use identical forms. But there appears to be a wasteful and unnecessary condition when as many as 270 different forms are required by 125 high schools.

TABLE IV

## PARTIAL LIST OF FORMS INFREQUENTLY FOUND

Items	Frequency
Record of manual training or other projects.....	2
A. GENERAL OR MARK RECORDS	
Temporary record card for beginning of term.....	2
School census information card.....	2
Group mark records.....	3
Summary of marks for departments or subjects.....	2
Guidance and Placement Forms	
Consultation record slips.....	4
Introductory note to employer.....	2
Record of calls for help and pupils sent.....	3
Report by classroom teacher to counsellor.....	2
Extra-Curriculum Activities Records	
Application to join club.....	2
Record of club attendance.....	2
Parents permit for pupil to take part in athletics.....	3
Pupil individual athletic record.....	2
Rating card for pupils' group activity traits.....	2
Graphic rating card for pupils habits.....	1
B. FORMS USED IN GATHERING GENERAL ON MARK RECORDS	
Report of make up work.....	2
Teachers report of work covered.....	4
Report of change of pupil marks.....	4
Individual poor work report*.....	6
Class failure report*.....	6
Condition notice to office*.....	2
Report of make up work.....	2
Teachers mark report to home room teacher.....	5
Mark reports for honor roll.....	4
C. FORMS FOR ATTENDANCE DATA	
Seating charts.....	7
Absence report by pupil.....	4
Tardy report by classroom teacher.....	3
Row monitors attendance reports.....	1
Report of change in attendance record.....	2
Truant officer's report.....	6
D. FORMS USED IN REPORTING TO PARENTS	
Letters to Parents	
Commending pupils for work*.....	5
Sent to parents when pupil is excused to go home*.....	5
Suspension of pupil*.....	2
Asking parents choice of course for pupil*.....	1
Letters from Parents	
Stating where pupil is to eat lunch.....	2
To have pupil change courses.....	2
Asking that pupil be excused for religious instruction.....	1
Attendance report card.....	1

\*These were included in totals under certain main headings in Table II.

TABLE IV—Continued

Items	Frequency
E. ENROLLMENT, PROGRAMMING, TRANSFERS	
Entrance enrollment card for non-resident students.....	3
Music registration card.....	1
Re-entrance card.....	2
Advisers permit for pupils withdrawal.....	2
Record of School withdrawals.....	3
Periodic school transfer report—those leaving.....	3
Periodic school transfer report—those entering.....	2
F. EXCUSES, PERMITS, DISCIPLINARY AND OFFICE CALL FORMS	
Absence permit pending a written excuse*.....	6
Tardiness unexcused*.....	1
Permits	
Special privilege permit*.....	3
Permit to go home*.....	4
Hospital permit*.....	1
Corridor permit*.....	6
Lavatory permit*.....	1
Office calls	
For consultation*.....	4
Inquiry concerning absences*.....	3
For teachers schedule*.....	4
Classroom occupancy report*.....	3

\*These were included in totals under certain main headings in Table II.

### III. ANALYSIS OF THE PERMANENT PUPIL RECORD

This consideration brings us to the second main part of the analysis undertaken. The permanent record forms of 102 schools have been analyzed to get at a few of the major features of form and mechanical makeup and to supply a detailed analysis showing the items which appear with their frequencies.

TABLE V.  
PERMANENT PUPIL RECORD-A. SIZE OF BLANKS

Size of Form	4 year large H. S.	4 year small H. S.	Junior Senior H. S.	Junior H. S.	Senior H. S.	Total	Used on one side only
5x8 .....	14	6	7	7	2	36	11
4x6 .....	7	1	2	2	2	14	3
8½x11 .....	1	4	1	1	2	9	2
8x10 .....	1	—	—	1	1	3	1
6x8 .....	1	2	—	—	—	3	—
11x17 .....	1	—	—	—	1	2	1
8½x14 .....	1	—	—	1	—	2	—
9½x11 .....	—	2	—	—	—	2	—
9x11¾ .....	1	—	1	—	—	2	2
9x11½ .....	2	—	—	—	—	2	2
7½x9½ .....	1	—	—	—	1	2	—
Others 1 each.....	16	—	5	3	1	25	6
Total	46	15	16	15	10	102	28

TABLE V—Continued

Size of Form	PERMANENT PUPIL RECORD-A. SIZE OF BLANKS					Total	Used on one side only
	4 year large	4 year small	Junior Junior	Senior	Senior		
	H. S.	H. S.	H. S.	H. S.	H. S.		
Number of different sizes ....26		5	9	8	7	3	6
Largest .....11x17		9½x11	12x14	8½x14	8½x11	11x17	11x17
Mode .....5x8		5x8	5x8	5x8	5x8	5x8	5x8
Smallest .....4x6		4x6	4x6	4x6	4x6	4x6	4x6

*Size of permanent record forms.* It may be seen in Table V that in the 102 schools forms of 36 different sizes are being used. The most common size is used in fewer than two-fifths of the schools, while, practically a fourth of the schools have blanks of a size used by no others of the 102 schools. The three most common sizes are found in fewer than three-fifths of the schools. The 5x8 card is the most common size, while the 4x6 is both the smallest card found and second in popularity. The largest size found is 11x17. Twenty-eight of the schools use the cards on one side only. Use on one side is not confined to the larger sizes, three of the 4x6 cards being printed for use on only one side, as were also eleven of the 5x7 cards. The extremes of amount of space available are represented by the 4x6 cards printed for use on one side only and one 11x17 printed for use on both sides. The latter has fifteen and one half times as much available space as the former. It will be readily noted from the table that the use of either large or small cards is not confined to any single type of school.

TABLE VI.

## PUPIL PERMANENT RECORDS-B. OTHER MECHANICAL FEATURES

	Large 4 year	Small 4 year	Junior Senior	Junior Junior	Senior Senior	Total
	H. S.	H. S.	H. S.	H. S.	H. S.	
	H. S.	H. S.	H. S.	H. S.	H. S.	
1. Number of forms examined.....46		15	16	15	10	102
2. Number of forms of card-board .....32		11	14	13	8	79
3. Number of forms of paper.....12		4	2	2	2	22
a. Number punched for loose leaf binding .....11		1	2	2	2	18
4. Four-page folder of light card-board .....1		—	—	—	—	1
5. Different color for sexes.....—		—	—	—	1	1
6. Subject names printed on form..34		10	13	11	7	75
7. Names of required subjects only printed on form.....8		1	—	—	1	10
8. Blank spaces for writing in all subject names.....4		4	3	4	2	17
9. Number printed on both sides...33		10	12	11	8	74



TABLE VI—Continued

PUPIL PERMANENT RECORDS-B. OTHER MECHANICAL FEATURES						
		Large 4 year	Small 4 year	Junior Senior	Junior H. S.	Senior H. S.
		H. S.	H. S.	H. S.	H. S.	Total
10. Number printed on one side only.	13	5	4	4	2	28
11. Amount of space provided beyond regular need of school in which form is used						
a. $\frac{1}{2}$ year extra.....	1	—	—	—	1	2
b. 1 year extra.....	7	5	3	3	6	24
c. 2 years extra.....	2	—	2	1	2	7
12. Use of red ink indicated in entering credits from other schools.	1	2	3	2	—	8

*Other mechanical features.* In other mechanical features (See Table VI) the diversity is also marked. Seventy-nine of the forms are of cardboard, twenty-two of paper, and one only is a light cardboard folder. No attempt was made to measure the difference in quality of material except the classification into cardboard and paper which was easily done as the differences were usually quite clear. Eighteen of the paper forms were punched for loose leaf binding. One blank was in the form of a folder. This form has certain advantages in connection with filing papers and other records which may be valuable additions to the permanent record of the pupil. No tabulation of colors was made except to note the one case in which different colors were used for the two sexes. On three-fourths of the forms, the subject names were printed with space for marks. On ten forms only the names of the required subjects were printed with space left for other subjects taken. On seventeen forms blank spaces were left for all subjects. Table V set forth the number of forms printed on one side by size of blank. Items 9 and 10 of Table VI indicate the number printed on two sides and one side respectively by type of schools. Note quite one-third of the forms provided space for records in addition to the needs for the regular number of years required for completing the work of the school in which it was used. Twenty-four of those providing more space, added space for one year's record, seven provided for two additional years, while two provided for only a half year additional. On eight forms the use of red ink was indicated in entering records earned at other schools.

A great many other mechanical features such as color, lining, spacing, size of type and arrangement of material will need to be considered before a form satisfactory in all these respects can be recommended.

*Items frequently found.* One of the most vital questions to which this analysis seeks to give a partial basis for answer concerns the specific items of information which should appear on the permanent record form. Of all the forms in use there is probably greatest need for uniformity or standardization of this blank. An analysis of a hundred blanks or a thousand blanks will not decide the question finally as to what should appear on a permanent record. But the analysis here reported will give a description of practice which will be an invaluable aid in arriving at an answer to the question. After a decision has been reached as to the items of information essential or desirable on the permanent record form, then the questions of size and other mechanical features can be settled on the basis of need and convenience.

The analysis of the permanent record forms represented in this study yielded approximately four hundred and fifty different items to which space is assigned on one or more blanks. This number does not include names of subjects on the cards or number of spaces assigned to the different subjects of study. The items appearing most frequently have been selected and organized into groups in Table VII. The work organization has been one of the most perplexing tasks of the entire study. Nothing is claimed for it except that it should be an aid in thinking through the problem of standardizing the blank. The divisions could not be made entirely homogeneous and the places of some of the items were decided rather arbitrarily.

TABLE VII  
ITEMS FOR WHICH SPACE IS ASSIGNED ON PERMANENT PUPIL RECORDS  
(Number of forms analyzed placed in parenthesis)

## A. GENERAL

	Large 4 year H. S. (46)	Small 4 year H. S. (15)	Junior H. S. (16)	Junior H. S. (15)	Senior H. S. (10)	Total (105)
1. Name of City.....	28	11	9	7	8	53
2. Name of School.....	15	3	8	7	4	37
a. Neither name of school nor city appears on form.....	11	4	3	5	2	25
3. Name of Principal.....	2	5	1	2	2	12
4. Space for general remarks.....	13	5	5	5	2	30

B. PERSONAL INFORMATION CONCERNING  
PUPIL

5. Objective Information						
a. Name .....	46	15	16	15	10	102
b. Sex .....	6	—	3	3	2	14
c. Date of birth.....	34	11	11	9	8	73
d. Place of birth.....	9	2	5	4	1	19

TABLE VII—Continued

	Large 4 year H. S. (46)	Small 4 year H. S. (15)	Junior Senior H. S. (16)	Junior H. S. (15)	Senior H. S. (10)	Total (102)
e. Nationality .....	3	2	1	1	—	7
f. Age at entrance.....	15	6	6	4	1	28
g. Address .....	23	12	13	11	5	58
h. Telephone number.....	7	—	—	4	—	11
i. Vaccination .....	5	—	1	1	—	7
6. Ratings on Personal Characteristics 69.....	12	9	3	15	4	43
a. Personal appearance*.....	3	2	1	2	—	8
b. Deportment* .....	5	4	—	2	1	12
c. General health*.....	3	5	—	—	2	10
7. Participation in Extra-Curriculum Activities .....	5	2	1	2	1	11
C. INFORMATION CONCERNING PARENTS						
8. Personal information of parent or guardian .....	39	14	15	10	7	85
a. Name .....						
b. Residence address.....	15	2	1	2	—	20
c. Business address .....	6	—	—	1	—	7
d. Nationality .....	3	1	1	1	1	7
e. Birthplace .....	6	—	1	1	—	8
f. Occupation .....	20	7	7	8	6	48
D. SCHOOL ENTRANCE, GRADUATION, LEAVING						
9. Entrance Information						
a. Date of entrance.....	40	14	12	8	10	84
b. Credit upon entrance.....	5	—	3	2	2	12
c. Classification upon entrance.....	5	—	1	—	1	7
d. School entered from.....	31	10	11	11	6	69
10. Graduation Information						
a. Date .....	33	15	12	8	10	78
b. Standing in class at graduation..	5	3	2	1	—	11
c. Course taken .....	16	1	9	2	5	33
d. Course graduated in.....	2	10	1	1	—	14
e. College entered.....	5	4	4	1	2	16
11. School Leaving						
a. Date left .....	29	13	10	6	7	65
b. Reason for leaving.....	16	4	5	4	3	32
c. Date re-entered .....	6	—	1	2	3	12
d. Occupation entered upon.....	1	3	2	1	—	7
E. MARK AND CREDIT INFORMATION						
12. Aids to Interpretation of Marks						
a. Periods per week spent on each subject .....	1	7	2	4	1	15
b. Number of weeks each subject was taken .....	1	6	2	2	2	13

\*These items are included in the total for the headings under which they stand. The headings are for number of forms having one or more of these items and not for total number of items.

TABLE VII—Continued

	Large 4 year H. S. (46)	Small 4 year H. S. (15)	Junior Senior H. S. (16)	Junior H. S. (15)	Senior H. S. (10)	Total (105)
c. Date each subject was taken...	7	7	4	4	4	26
d. Names of teachers for each sub- ject .....	8	2	1	1	2	14
e. Code showing meaning of marks	6	2	2	6	3	19
13. Marks in Each Subject						
a. By years .....	14	6	5	3	1	29
b. By semesters .....	32	9	13	11	8	73
c. By quarters .....	3	1	—	—	1	5
d. By six week periods.....	3	1	—	3	2	9
e. By months .....	4	5	2	1	—	12
f. In final examination.....	6	3	2	1	2	14
g. Average mark for four years...	5	1	—	1	—	7
14. Credits Earned						
a. Total .....	10	4	5	5	3	27
b. By years .....	15	12	8	4	2	41
c. By semesters .....	10	—	6	7	4	27
d. By subjects .....	15	4	3	5	4	31
15. Standard and Intelligence tests						
a. Scores in standard tests.....	1	—	1	2	4	8
b. Intelligence test scores.....	4	—	1	—	4	9
c. I. Q. ....	1	—	1	1	4	7
d. Date of intelligence tests.....	4	—	1	—	3	8
F. ATTENDANCE INFORMATION						
16. Summaries of attendance						
a. Absence summary .....	16	9	2	5	—	32
b. Tardiness summary .....	1	8	3	4	—	16
c. Total days present.....	—	2	2	2	1	7

Division A of the Table VII is a *general* division embracing four items. Some readers may be surprised that not all forms either have printed the name of the city or the name of the school, or leave a space specifically assigned to such a designation. Item 2a indicates that there are twenty-five blanks which lack such identifying information. Space for general remarks (4) is a fairly frequent provision, almost one-third of the blanks having space so designated.

In Division B is placed all *Personal Information* concerning the pupil whether it be such objective information (5) as name, date of birth, etc., or teacher-ratings on personal characteristics (6). These two types of information are considerably different in character and they usually appear at different places on the blank. Items under No. 5 ordinarily appear as a part of the heading of the blank, while those under No. 6 usually appear near the bottom or on the back. For No. 6, sixty-nine different qualities appear for rating. Some of these are mental, some character traits, and some physical traits.

On one blank alone twenty-five such characteristics are listed for rating or measurement. Participation in extra-curriculum activities is listed under Division B, because it comes nearer to describing the pupil's personal qualities and characteristics than it does scholastic standing. Only eleven forms provide space for recording participation in extra-curriculum activities. There is a question as to whether ratings on intelligence tests (13) should not come under Division B. It is placed under Division C, mark and credit information, because of its close connection with scores on standard achievement tests and achievement quotients. It is interesting to note that the only item in Division B common to all blanks is the name of the pupil (5a), and the only item common to over half of them are date of birth (5c) and telephone number (5g).

In Division C, *Information Concerning Parents*, the only item common to over half of the forms is parent's name (7a). Parent's occupation (7f) is found on almost half of the forms.

Division D, *School Entrance, Graduation and Leaving*, contain four items found on over half of the forms. These are date of entrance (8a), school entered from (8d), date of graduation (9a), and date left (10a). Only two other items are at all common, these being course taken (9c) and reasons for leaving (10b). Two items of infrequent appearance are worthy of attention. The appearance of college entered (9e), and occupation entered upon (10d) show the interest of some schools to follow up the pupils who leave or are graduated.

To many it may seem that the chief object of a permanent record form is the keeping of mark and credit information (Division E). Under heading No. 11 are listed a number of items which aid in the interpretation of the marks in terms of credits and standings, or which supply means of reference such as date the subject was taken and the name of the teacher. Only one of these items appears on as many as a fourth of the forms, this being the date the subject was taken (11c). Space is provided for marks in each subject on all forms. Some of them provide spaces in which marks may be given in several degrees of detail. The most common way in which marks are recorded is by semesters, almost three-fourths of all forms providing such space. Over a fourth provide space for marks by years. Smaller proportions provide space by months, by six-week periods, and by quarters. Fourteen provide space for final examination

marks and seven provide space for average mark for four years. Although the number of credits earned in each subject (13) would seem to be a very important part of the pupil's record, it appears that not all schools provide space for this item. In many cases, the amount of credit can be determined from the form in which marks are entered even when no specific statement is entered as to the amount of credit earned.

Standard and intelligence test marks (14) are provided for on fewer than a tenth of the forms. It may be recalled from the consideration of Table II that a number of schools submitted special forms for recording such marks. Altogether, however, the proportion of schools making any such provision is relatively small.

The number of forms allowing space for *attendance information* (Division F) is small. About one-third of the forms provide for an attendance summary for the pupil, leaving the details to the attendance record. The majority of forms provide no space at all for attendance information.

A close examination of Table VII does not reveal any major differences between types of schools which are likely to be significant. It seems that items which appear very frequently on forms from one type of school, also appear frequently on forms from other types. This seems to point to the possibility of devising a form which may be adaptable to all types of schools. It seems possible, at least, that the same form with modification may be suitable so far as the various types of schools are concerned. The differences are so great between forms within any one type of school that differences among the groups appear relatively small.

*Items appearing less frequently.* Tables V, VI, and VII, particularly the last, have really emphasized the similarities in forms by selecting those elements for comparison which were most common. It is necessary here, as was done above for the different kinds of forms, to describe to some extent those things which appear less frequently on the permanent records. This will show the diversity of the forms and also depict the deviations from the general practice which may turn out to be steps in advance of common practice. It would be desirable to show all of the items which appear. Such a list would present a formidable and possibly forbidding aspect. Enough of the additional items appear in Table VIII to serve the purposes of the study. The items are grouped as accurately as pos-

sible according to the division in Table VII. No items are given for Divisions A and F, though some might properly be grouped under those heads. It is considered that the other divisions are relatively more important for present purposes.

TABLE VIII

PARTIAL LIST OF ITEMS APPEARING INFREQUENTLY ON PERMANENT  
PUPIL RECORD FORMS

## B. PERSONAL INFORMATION CONCERNING PUPIL

<i>Items</i>	<i>Frequency</i>
Pupil's religion .....	3
Pupil's color .....	5
Pupil's race .....	1
Whether pupil is resident or tuition student.....	4
Township in which pupil lives.....	3
Does pupil intend to complete high school?.....	3
Reason for not intending to graduate.....	3
Ambitions for higher training.....	1
Is pupil self-supporting?.....	1
Vocational preference .....	6
Vocational followup (10 items)—each.....	1
Strong points of character.....	3
Pupil's photograph .....	1
General citizenship .....	2
General conduct .....	3
General personal quality rating.....	2
Cheerfulness .....	3
Cooperation .....	6
Courtesy .....	4
Industry .....	6
Initiative .....	4
Leadership .....	5
Orderliness .....	2
Perseverance .....	2
Promptness .....	3
Reliability .....	5
Responsiveness .....	3
Service .....	2
Improvement in good habits.....	2
Size (subjective) .....	4
Weight .....	2
Height .....	3
Vision .....	3
Hearing .....	3
Record of services in elective offices.....	2
Membership in organizations.....	3
Honors received.....	4
Subjects very good in.....	4
Subjects very poor in.....	4
Abilities revealed in activities outside classroom.....	3

TABLE VIII—*Continued*

## C. INFORMATION CONCERNING PARENT AND HOME

<i>Items</i>	<i>Frequency</i>
Parents' residence, telephone number.....	4
Parents' business telephone number.....	2
Number of years parents have been in the United States.....	1
Number of years parents have been naturalized.....	1
Are parents living?.....	1
Language of the home.....	2
Home surroundings .....	3
Number of brothers.....	2
Number of sisters.....	2

## D. SCHOOL ENTRANCE, GRADUATION, LEAVING

Credentials for entrance.....	5
Standing at last school.....	6
Date of leaving last school.....	3
Elementary school graduated from.....	4
Other schools attended beside last.....	4
Other high schools attended.....	3
Length of stay in eighth grade.....	1
Date of entering school each year.....	2
Year of expected graduation.....	3
Number of years in public schools.....	3
Majors and minors for graduation.....	2
Date transferred to another high school.....	2
To what school transferred.....	3
Date suspended .....	2
For what college preparing.....	5
Age of entering college.....	3
College recommended to.....	2
Course taken in college.....	2
General space for history subsequent to graduation or leaving.....	5

## E. MARK AND CREDIT INFORMATION

Course number of each subject.....	4
Date each subject was completed.....	4
Date of each subject failed in.....	1
Room number of each subject.....	4
Hour of each subject.....	4
Number of pupils in each class.....	3
Space for remarks for each subject.....	5
Classification of each subject.....	3
List of subject groups.....	5
Class average in each class.....	1
Signature of teacher recording grade.....	3
Text for each subject.....	1
Average of periodic class marks.....	6
Length of recitation hour.....	4
Date of standardized test.....	4
Name of standardized test.....	4
Name of person giving standardized test.....	2
Mental age .....	4



TABLE VIII—Continued

<i>Items</i>	<i>Frequency</i>
Normal for child of similar age.....	2
Normal for grade 8.....	2
Mark in regents' examination.....	2
General grade of work.....	2
Failures .....	4
College entrance credit by years.....	2

It is worth emphasizing that Table VIII presents only a *partial* list. This list might have been tripled in length without exhausting the items.

Attention may be called especially to certain of the items which have to do with the rating of personal qualities, vocational preferences, physical characteristics, and future intentions. In this day of guidance and case studies one is led to inquire whether the school record should not contain a more complete personal history of the student than is usually gathered. A number of items in addition to those appearing in this list point to the fact that some schools do collect for permanent recording a large number of facts concerning the pupil's physical, mental, and social characteristics. One form contains space for an almost complete physical record of the student. Another gives a complete outline of follow-up data on the student after he leaves school, and still others contain spaces for exhaustive lists of personal qualities to be rated. It is doubtful whether so many of these qualities can be rated at present with accuracy sufficient to warrant their inclusion on a permanent record. The suggestion is not lacking that *some* rating of personal characteristics is desirable.

#### IV. CONCLUSIONS AND SUGGESTIONS FOR CONTINUING THE PROJECT

The outstanding conclusion of this study can be expressed in one word—*diversity*—diversity in number of forms, diversity in types of forms, diversity in size of permanent record forms, diversity in mechanical features, and diversity of notions as to what items should appear on the permanent record.

Another conclusion pertains to the great range of information appearing to be recorded on record forms used in any large number of high schools. A number of other conclusions more or less important can be drawn that would add support to the need of standardization in this field, which is the purpose for which the Committee on Standard Blank was provided for and appointed.

The study fostered by the Committee was not carried up to the present point on the assumption that at this stage it would be possible to plan a standard blank or permanent record from which could be recommended as satisfying all important needs. Doubtless, with such an analysis before him a principal can be much more circumspect in planning record forms for use in his school. The tables and running descriptive matter above would prevent his leaving out of account items of record which other principals have deemed sufficiently useful to have incorporated in the blanks in use in their schools. On the other hand, the work so far done is but a first step—and withal a large one—toward the goal of an adequate permanent record form.

(1) When one turns to the question of the next steps to be taken toward this adequate record form he is confronted at once with the problem of determining its function, that is, *the uses to which it and the records entered on it are to be put*. For example, is the information recorded on the form to be used as a basis of recommending a pupil to the board of education for graduation, as a basis for recommending him (or declining to recommend him) for entrance to college, or to an employer for a job? Is it to afford a basis for educational and vocational guidance? Is it to supply data for educational and administrative research? It is apparent that before going much further toward proposing a standard form, some answer to the question of function—of uses—must be essayed. It is conceivable that principals and others who use the blanks can assist in supplying the answer.

(2) If it is assumed that among the uses to which the information recorded is to be put are vocational guidance, placement, or recommendation to college entrance, a type of estimate required refers to what may be termed qualities of character. Owing to the lack of objective measures in this field, no set of categories of personal and social qualities can be introduced against which anything like completely dependable judgments can be entered. On the other hand, the desirability calls for some attempt along this line. Obviously, it is out of the question for this Committee to attempt to establish objective standards in a field that will require years of extended research. But it is within the Committee's province to set up, from studies already made, and practices already being followed, some working categories that may be recommended for use while awaiting developments along this line.

(3) When decision has been reached as to what items should be provided for in the permanent record and how they should be recorded, further inquiry will need to be made on certain mechanical features of the card or other form. Such an analysis will help to decide the question of the detailed mechanical make-up of the form.

(4) The Committee urges the hearty co-operation of all members of the Association in their further work in this field.

R. R. COOK, *Chairman*

F. J. DUFRAIN,

L. V. KOOS.

The President appointed the following committees:

NOMINATING COMMITTEE

Merle Prunty, Principal Central High School, Tulsa, Oklahoma,  
Chairman.

M. C. Wagner, Principal High School, Wilmington, Delaware.

G. N. Tremper, Principal High School, Kenosha, Wisconsin.

John L. G. Pottorf, Principal of McKinley High School, Canton,  
Ohio.

E. H. Kemper McComb, Principal Emmerich Manual Training High  
School, Indianapolis, Indiana.

Charles E. LeFurge, Principal of Senior High School, Lansing,  
Michigan.

J. L. Hutchinson, Principal of Senior High School, Pittsburg, Kansas.

Lee T. Gray, Headmaster of High School, Portsmouth, New Hamp-  
shire.

J. Stevens Kadesch, Headmaster of High School, Medford, Mas-  
sachusetts.

Frederich W. J. Hitchcock, Supervising Principal of Chapman Tech-  
nical High School, New London, Connecticut.

Otto F. Dubach, Principal of Central High School, Kansas City,  
Missouri.

COMMITTEE ON AUDITS AND ACCOUNTS

P. C. Bunn, Principal of High School, Lorain, Ohio, Chairman.

A. J. Burton, Principal of East High School, Des Moines, Iowa.

Ralph C. Whipple, Principal of Manning High School, Upswich,  
Massachusetts.

# COMMITTEE ON RESOLUTIONS

Francis A. Brick, Principal of High School, Bayonne, New Jersey.  
 Elbert K. Fretwell, Professor, Teachers College, Columbia University, New York City.  
 Edmond D. Lyon, Principal of Withrow High School, Cincinnati, Ohio.  
 Raleigh Schorling, Principal of University High School, Ann Arbor, Michigan.  
 Walter E. Severance, Principal of Central High School, Harrisburg, Pennsylvania.  
 Fred U. Ward, Principal of High School, Taunton, Massachusetts.  
 F. W. Lipper, Principal of High School, Sterling, Kansas.

Mr. M. R. McDaniel, Principal of Oak Park and River Forest Township High School, Oak Park, Illinois, made a report on *Laws Against High-School Fraternities*.

## LAWS AGAINST HIGH-SCHOOL FRATERNITIES

Mr. M. R. McDaniel, Principal of Oak Park and River Forest Township High School, Oak Park, Illinois.

From the preceding table it will be seen that the fraternity question has been a problem in the secondary schools of about two-thirds of the states. Eighteen states (Rhode Island in addition to the list given by the Bureau of Education) have laws prohibiting fraternities and sororities in the secondary schools. In at least five of the states the law has been tested in the courts and has been upheld in each case. Where no state law exists the general law usually gives Boards of Education the power to regulate student activities. Under the general law many boards of education have made rules prohibiting fraternities in their own schools. In a few cases these rules have been tested by the courts, and I have been able to find only one case in which the rules of the board were not upheld. In nearly all cases where the state law or the local school board rule has been tested by the courts, such expressions as the following are found in the opinions delivered by the courts:

"The power to determine what constitutes disobedience or misconduct lies with the board of education, and under no circumstances, except where fraud, corruption, oppression or gross injustice is palpably shown, is a court of law authorized to review the decision of the board of education and to substitute its judgment for that

of the board." (Illinois Appellate Court Reports, Vol. 182, 1914, page 347.)

"The power of the board of education to control and manage the schools and to adopt rules and regulations necessary for that purpose is ample and full. The rules and by-laws necessary to a proper conduct and management of the schools are, and must necessarily be, left to the discretion of the board, and its acts will not be interfered with nor set aside by the courts unless there is a clear abuse of the power and discretion conferred. . . . It was the judgment of the superintendent of schools, as well as of the board of education, that membership in secret societies known as Greek letter fraternities and sororities, was detrimental to the best interests of the schools. Whether this judgment was sound and well founded is not subject to review by the courts." (Illinois Reports, Vol. 233, page 470.)

The one case I have been able to find in which the courts did not uphold the rules of the board was that of Wright vs. Board of Education, St. Louis. In this case the Supreme Court said that boards of education under the statutes of Missouri were more limited than they were in some other states, and the Court refused to follow decisions of other states on that question. Even in this case it was by no means an unanimous decision of the court; Woodson, Graves and Higbee concurred, J. T. Blair concurred in the result, D. E. Blair and Elder dissented.

I append a copy of the Illinois law, which I think is one of the best. It is weak in one point. It would be better if in paragraph two such organizations were "unlawful" instead of "inimical to the public good." The law has a clear and inclusive definition. It makes it the duty of school directors to enforce its provisions and it makes it a misdemeanor for outsiders to go into a school to try to pledge students.

#### EXTRACT FROM SCHOOL LAW OF ILLINOIS

(Session Laws for 1919, Page 914)

##### FRATERNITIES

AN ACT to prohibit fraternities, sororities and secret societies in the public schools of the State, and to provide for the enforcement of the same.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That a public school fraternity, sorority or secret society, as contemplated by this Act, is hereby de-

The information given below was obtained in most part directly from the State Departments of Education. In a few cases it was secured from the Bureau of Education. As no State Department can know what is going on in all of the schools of the State, there may be some errors as to whether the fraternity question has been a problem, and as to what extent the law is being violated.

	Have frat- ernities been a problem in your schools?	Have you a state law pro- hibiting fra- ternities?	Has the law been enforced in the courts?	To what extent is the law violated?	Remarks
Alabama.....	No	No			
Arizona.....	No	No			
Arkansas.....	Not serious	No			
California.....	Yes	Yes	Yes; upheld		
Connecticut.....	Yes	No			
Colorado.....	Slight	Yes	No	Very little	
Delaware.....	Slight	No			
Florida (No answer)					
Georgia (No answer)					
Idaho.....	No	No			
Illinois.....	Yes	Yes	Yes; upheld	To quite an extent	Our law is not specific enough
Indiana.....	Yes	Yes	No	Somewhat	
Iowa.....	Yes	Yes	Yes; upheld		Consider our law a good one
Kansas.....	Yes	Yes	"Was invoked; fra- ternities dissolved."	Very little	
Kentucky.....	Not serious	No			
Louisiana.....	No	No			
Maine.....	Yes	Yes	No	Very little	Consider our law a good one
Maryland.....	No	No			
Massachusetts.....	Yes	No			
Michigan.....	Yes	Yes	No		New law recently passed
Minnesota.....	Yes	Yes	No	Mostly in larger cities	Our law lacks enforcement power

State	Law against fraternities in state colleges	Law against fraternities in state colleges
Mississippi.....	No	No
Missouri.....	Yes	No
Montana.....	Yes	Yes
Nebraska.....	Yes	Yes
Nevada.....	Yes	No
New Hampshire.....	Not serious	No
New Jersey.....	Yes	Yes
New Mexico.....	No	No
New York.....	Yes	No
North Carolina.....	No	No
North Dakota.....	No	No
Ohio.....	Yes	Yes
Oklahoma.....	No	Yes
Oregon.....	Yes	Yes
Pennsylvania.....	Slight	No
Rhode Island.....	Yes	Yes
South Carolina.....	No	No
South Dakota.....	No	No
Tennessee.....	No	No
Texas (No answer)		
Utah.....	No	No
Vermont.....	No	Yes
Virginia.....	Not acute	No
Washington.....	Yes	Yes
West Virginia.....	Yes	No
Wisconsin.....	Yes	No
Wyoming.....	No	No

fined to be any organization, composed wholly or in part of public school pupils, which seeks to perpetuate itself by taking in additional members from the pupils enrolled in such school on the basis of the decision of its membership rather than upon the free choice of any pupil in the school who is qualified by the rules of the school to fill the special aims of the organization.

§ 2. That any public school fraternity, sorority or secret society, as defined in Section 1 of this Act, is hereby declared to be an organization inimical to the public good.

§ 3. That it shall be the duty of school directors, boards of education, school inspectors, and other corporate authority managing and controlling any of the public schools of this State, to suspend or expel from the schools under their control any pupil of such school who shall be or remain a member of or shall join or promise to join, or who shall become pledged to become a member of, or who shall solicit any other person to join, promise to join or be pledged to become a member of any such public school fraternity or sorority or secret society.

§ 4. It shall be unlawful from and after the passage of this Act for any person not enrolled in any such public school of this State to solicit any pupil enrolled in any such public school of this State to join or to pledge himself or herself to become a member of any such public school fraternity or sorority or secret society or to solicit any such pupil to attend a meeting thereof or any meeting where the joining of any such public school fraternity, sorority or secret society shall be encouraged. Any person violating this section of this Act shall be deemed guilty of a misdemeanor and shall be fined not less than twenty-five dollars (\$25.00) nor more than one hundred dollars (\$100.00) for each and every offense.

§ 5. The provisions of this Act shall not apply to fraternities, sororities or secret societies in the University of Illinois or any of the State normal schools nor to students of these institutions in their relation to such organizations in these institutions.

APPROVED June 28, 1919.

Those who are interested may procure *City School Leaflet No. 7, May, 1923, Department of the Interior*, which gives *State Laws, School-Board Regulations, and Judicial Decisions Relating to High-School Fraternities*, from the Superintendent of Public Documents, Government Printing Office, Washington, D. C., at 5 cents per copy.



REPORT TO CO-OPERATING ORGANIZATIONS BY THE  
SECRETARY OF THE NATIONAL COMMITTEE ON  
RESEARCH IN SECONDARY EDUCATION BY  
ORDER OF THE EXECUTIVE COMMITTEE

PRESENTED BY WM. A. WETZEL, THE REPRESENTATIVE OF THE  
NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS  
ON THE COMMITTEE

Prompted by suggestions from State department of education officials and professors of secondary education in institutions which are members of several accrediting organizations, at the December, 1924, meeting of the Commission on Secondary Schools of the Southern Association of Colleges and Secondary Schools, Dr. W. R. Smithey, of the University of Virginia, and a representative of the U. S. Bureau of Education presented a proposal to the Commission that it join with the United States Bureau of Education in undertaking to organize secondary educational organizations for the purpose of co-operative research. The proposals put before the Secondary Commission of the Southern Association at that time are published in detail in the proceedings of the Commission.

In response to these proposals the Commission named a committee of three under the chairmanship of Dr. Smithey to agree with the United States Bureau of Education on a program of co-operation. This committee, in collaboration with specialists of the Bureau of Education, drew up a tentative agreement as to the form of co-operation and agreed further that the Commissioner of Education should invite other national and regional secondary education organizations to send delegates to Cincinnati at the time of meeting of the Department of Superintendence for the purpose of discussing whether or not these organizations cared to join with the Southern Association and the Bureau in the undertaking.

In response to this invitation of the Commissioner of Education the National Association of Secondary-School Principals, the National Society of College Teachers of Education, the National Association of High School Inspectors and Supervisors, the North Central Association of Colleges and Secondary Schools, the Southern Association of Colleges and Secondary Schools, the New England Association of Colleges and Secondary Schools, the Northwest Association of Secondary and Higher Schools, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, and

the California High School Teachers Association named delegates who were in attendance at Cincinnati and participated in the conference.

These representatives unanimously agreed that they should convey to their respective organizations the invitation of the Commissioner of Education to name representatives to serve on a permanent committee which should be organized for the purpose of initiating, directing, and co-ordinating research in secondary education.

The North Central Association, the Secondary-School Principals, the High School Inspectors and Supervisors, the Northwest Association, the College Teachers of Education, and the California High School Teachers, immediately named representatives.

On June 15, 1925, the Commissioner of Education called a meeting of these representatives in Washington for the purpose of organizing the committee. The committee organized by electing Mr. J. B. Edmonson of the North Central Association chairman, Dr. W. R. Smithey of the Southern Association vice-chairman, and placing the secretariat in the U. S. Bureau of Education in order to utilize to the fullest the peculiar resources of the Bureau of Education for assembling and distributing information. The Commissioner of Education named Mr. E. E. Windes, Associate Specialist in Rural Education, to discharge the duties of secretary. The constitution here attached, was drawn up and adopted. Special committees, enumerated below, were also created: The committee on small and rural high schools, Dr. Emery N. Ferriss, Cornell University, chairman; committee on large and urban high schools, Dr. W. A. Wetzel, National Association of Secondary-School Principals, chairman; committee on procedure in research, Dr. A. J. Jones, Society of College Teachers of Education, chairman; committee on junior high school conference, Mr. James M. Glass, Director of Junior High Schools, Pennsylvania, chairman; committee on characteristics of secondary school population, Dr. George S. Counts, Yale University, chairman; committee on preparation of bibliography of secondary education research, E. E. Windes, Bureau of Education, chairman.

These special committees have projects under way in various states of maturity. The committee on preparation of a bibliography of secondary education research has completed its work and the resulting bulletin is in press. The committee on procedure in research

has a bulletin outlining desirable procedure practically ready for the press. Other committees have perfected plans of procedure and are getting their work under way. The committee also directed the secretary to issue invitations to The National Society for the Scientific Study of Education, The American Association of Collegiate Registrars, The Association of Colleges and Secondary Schools of the Middle States and Maryland, The New England Headmasters' Association, and The Educational Research Association to name representatives to serve on the committee. At the present time The Association of Colleges and Preparatory Schools of the Middle States and Maryland, The National Association of Collegiate Registrars and the Educational Research Society have named representatives. At the same time the secretary was directed to invite the following individuals to associate themselves with the committee as members at large: Professor Thomas Briggs, Teachers College, Columbia University, New York; W. B. Bliss, State Department of Education, Ohio; Professor George S. Counts, Yale University; Professor J. B. Davis, Boston University; James M. Glass, Director of Junior High Schools, State Department of Public Instruction, Pennsylvania; Professor Leonard Koos, University of Minnesota; Dr. J. K. Norton, National Education Association; Professor W. C. Reavis, University of Chicago; Professor Joseph Roemer, University of Florida; Horace M. Rebok, California Society for the Study of Secondary Education. All these men have accepted membership. A complete list of committee members at the present time is here appended.

The executive committee held its first meeting in Washington on October 24, 1925, and created one additional special committee under the chairmanship of Mr. J. K. Norton, Director of Research of the National Education Association. This special committee was charged with the responsibility of issuing periodically a list of research under way that has national significance. The first of these lists is now in press.

In addition to the work through these special committees the National Committee is undertaking to make its resources available to co-operating organizations and to research workers in general for purposes of studies they undertake as organizations or individuals when these studies are thought to be desirable by the committee. At the present time two undertakings of this nature are

under way: One, a study of the status of senior high school promotion plans being undertaken by a candidate for the degree of Ph.D. at the University of Missouri under the direction of Professor D. K. Eikenberry; and, two, a study of Southern Association High Schools similar to the quinquennial study of the North Central Association.

In the case of the first study mentioned under the direction of Professor Eikenberry, the procedure was as follows: Professor Eikenberry asked the committee to sponsor this study which was being undertaken at the University of Missouri. The secretary of the committee asked Professor Eikenberry to submit in detail his plans for the study including a copy of any questionnaire proposed. This material was submitted to members of the executive committee for their reactions and suggestions based upon these recommendations were submitted to Professor Eikenberry with the statement that if he saw fit to accept the recommendations of the executive committee the committee would sponsor the study, issue questionnaires through the Bureau of Education and publish the resulting report when submitted in acceptable form through the United States Bureau of Education. At the present time this study is well advanced, questionnaire returns from several hundreds of high schools having been placed in the hands of Professor Eikenberry.

In case of the second study, Dr. Joseph Roemer, Secretary of the Secondary Commission of the Southern Association of Colleges and Secondary Schools, submitted a request that the National Committee sponsor a study of Southern Association high schools similar to the quinquennial study of the North Central Association. The committee agreed to sponsor this study, named an advisory committee at the suggestion of Dr. Roemer, and agreed to publish the report through the Bureau of Education.

The procedure in these cases is cited for the information of organizations and individuals within organizations who are undertaking research on a national scale as an example of what the committee is prepared to offer them when undertaking any studies in which the committee is interested.

Co-operating organizations will be interested in knowing that in work so far undertaken co-operative attitudes met with generally are such as to inspire members of the executive committee with the belief that the committee will be able to function effectively in seek-

ing the purpose for which it was created. Especially for research that involves a statistical method members of the executive committee feel quite sure that the committee has resources not possessed by any other agency at the present time. The consensus of opinion of committee members is that the act of organizing this committee is already thoroughly justified and that it promises much in the way of stimulating and co-ordinating research undertakings of national scope in the field of secondary education.

## CONSTITUTION

### *Name*

#### THE NATIONAL COMMITTEE ON RESEARCH IN SECONDARY EDUCATION

### *Purposes*

The purpose of this committee shall be:

1. To arouse those engaged in the field of secondary education to a consciousness of the need for research and to stimulate them to purposeful research activities in this field.
2. To initiate investigations bearing upon secondary-school problems.
3. To advise and aid in investigations initiated by other agencies.
4. To co-ordinate research activities carried on by agencies interested in secondary education.
5. To act as a clearing house of information and results pertaining to research in secondary education.

### *Activities*

The following activities in the field of secondary education are among those most necessary for the successful accomplishment of these purposes:

1. To offer suggestions and outline desirable procedure for research.
2. To collect and file data valuable to those interested.
3. To propose problems for investigation.
4. To publish the results of investigations.
5. To furnish those interested with bibliographies and other information relative to completed and current studies.

6. To furnish clerical and statistical assistance for research enterprises.
7. To promote and hold conferences on secondary-school problems.
8. To secure representation at important secondary-school conferences.

#### *Membership of Committee*

The National Committee on Research in Secondary Education shall consist of the following members: (a) A representative from each of the following regional and national organizations interested in research in secondary education: National Education Association, the National Association of Secondary-School Principals, the National Association of High-School Inspectors and Supervisors, the National Association of College Teachers of Education, the Association of Colleges and Secondary Schools of the Southern States, the Northwest Association of Secondary and Higher Schools, the North Central Association of Colleges and Secondary Schools, and such other similar organizations as may be invited by the National Committee to name representatives. (b) The United States Commissioner of Education and such members of his staff as he shall designate. (c) Such members at large as are recommended by the Executive Committee and elected by the National Committee. (d) The chairman of all special committees named by the National Committee. The members at large shall be elected for terms of three years and shall be classified by the executive committee so that one-third shall be elected annually.

#### *Officers*

There shall be a chairman, vice-chairman, secretary, and executive committee. The secretary shall be selected from the representatives of the Bureau of Education. The executive committee shall consist of the chairman, vice-chairman, and secretary of the National Committee and the chairmen of the special committees of the National Committee. The officers shall be elected at the annual meeting of the National Committee and shall serve for a term of one year.

#### *Duties of Officers*

The officers shall perform those duties usually involved in their respective positions. The secretary shall be expected to represent

the National Committee at the annual conventions of the organizations included in its membership. The National Committee shall be responsible for the formulation of general policies and shall name such special committees as it may deem necessary, including a special committee on rural high schools and schools in centers of less than 2,500 population and a special committee on large high schools. The executive committee shall be responsible for formulating such plans as are necessary to carry out the general policies of the National Committee.

#### *Meetings*

There shall be an annual meeting of the National Committee at the time of the meeting of the Department of Superintendence. The time, place, and program shall be determined by the executive committee. Special meetings of the National Committee may be called by the executive committee. The executive committee shall meet at the call of the chairman or on request of a majority of its members.

#### *Amendments*

This constitution may be amended at any regular meeting of the National Committee, provided notice of the proposed amendment is sent to all members one month in advance. Amendments may be adopted by a majority vote of those present.

### PERSONNEL OF THE COMMITTEE

#### *Organization Representatives*

- Dr. E. J. Ashbaugh, Educational Research Association.
- Mr. R. N. Dempster, National Association of Collegiate Registrars.
- Dr. J. B. Edmonson, North Central Association of Colleges and Secondary Schools.
- Mr. Ralph E. Files, Association of Colleges and Preparatory Schools of the Middle States and Maryland.
- Mr. J. C. Hanna, National Association of High-School Inspectors and Supervisors.
- Dr. A. J. Jones, National Society of College Teachers of Education.
- Dr. J. K. Norton, National Education Association.

70      *National Association of Secondary-School Principals*

Dr. W. R. Smithey, Association of Colleges and Secondary Schools of the Southern States.

Dr. Jno. J. Tigert, United States Bureau of Education.

Dr. Wm. A. Wetzel, National Association of Secondary-School Principals.

Mr. E. E. Windes, United States Bureau of Education.

Mr. Bruce E. Millikin, Northwest Association of Secondary and Higher Schools.

*Members at Large*

Mr. W. B. Bliss, State Department of Education, Ohio.

Dr. Thos. Briggs, Teachers College, Columbia University.

Dr. George S. Counts, Yale University.

Dr. J. B. Davis, Boston University.

Dr. E. N. Ferriss, Cornell University.

Mr. James M. Glass, State Department of Public Instruction, Pennsylvania.

Dr. Leonard V. Koos, University of Minnesota.

Dr. W. C. Reavis, University of Chicago.

Mr. Horace M. Rebok, California Society for the Study of Secondary Education.

Dr. Joseph Roemer, University of Florida.

*Officers*

Dr. J. B. Edmonson, chairman.

Dr. W. R. Smithey, vice-chairman.

Mr. E. E. Windes, secretary.

*Executive Committee*

Dr. George S. Counts.   Mr. James N. Glass.   Dr. W. R. Smithey.

Dr. J. B. Edmonson.   Dr. A. J. Jones.   Dr. Wm. A. Wetzel.

Dr. E. N. Ferriss.   Dr. J. K. Norton.   Mr. E. E. Windes.



The committee decided upon the following topics for investigation for the next year :

1. A Study of College Entrance Units as They Affect the High Schools, under the direction of Professor Proctor.
2. A Study of Plans to Increase the Pupil-Hour Loads, under the direction of Mr. Prunty.
3. A Study of the Relative Merits of the I. Q. and a Vocabulary and Reading Comprehension Coefficient as an Ability Index, under the direction of Messrs. Reavis, Willett, and Wetzel.

The committee also approved the plans of Mr. Deffenbaugh to make a study of supervision in the high schools.

Dr. Wetzel also conveyed the request of the General Committee on Research that the Association appropriate a sum not to exceed \$150, to defray the expenses of the committee, besides financing the expenses of its representative in attending two meetings of the General Committee.

Dr. Wetzel further reported that in accordance with the instructions of the General Committee the following Committee on Urban High Schools was formed :

Mr. W. S. Deffenbaugh, Bureau of Education, Washington, D. C.

Mr. Francis L. Bacon, Principal of High School, Newton, Massachusetts.

Prof. Wm. M. Proctor, Stanford University.

Mr. Merle Prunty, Principal of High School, Tulsa, Oklahoma.

Prof. W. C. Reavis, University of Chicago.

Prof. W. Carson Ryan, Swarthmore College.

Prof. J. S. Stewart, University of Georgia.

Mr. A. L. Threlkeld, Ass't. Superintendent of Public Schools, Denver.

Dr. G. W. Willett, Principal of Lyons Township High School, La Grange, Ill.

Wm. R. Wetzel, Principal of the High School, Trenton, N. J.

It was moved by C. P. Briggs, Principal of Senior High School, Lakewood, Ohio, that an amount of money, not to exceed \$150, be appropriated for the research work of this committee. Carried.

Mr. Francis R. North, chairman, reported for the Committee on Improving Scholarship.

# REPORT OF COMMITTEE ON IMPROVING SCHOLARSHIP

FRANCIS R. NORTH, CHAIRMAN

This committee was appointed in response to the following resolution, offered last year by Dr. William A. Wetzel, of Trenton Senior High School: "Resolved that a committee be appointed to investigate the feasibility, ways and means of promoting a higher standard of scholarship on the part of all students in secondary schools through the organization of homogeneous ability groups and the creation of courses adjusted to the ability levels recognized, and that a rating system be worked out which will recognize the extent of content covered and the degree of mastery attained."

The necessity for better adjustment of instruction to the needs of pupils lies in these conditions: that in recent years high-school population has become a cross-section of general society, with a much wider range of capabilities, differing both in kind and in degree; that high-school population has increased much faster than school facilities; that these considerations have greatly increased the difficulties of classroom instruction, and that courses and curricula have not yet been organized to fit the various types among the school population.

The committee consists of a number of principals known to have been trying to solve some of the problems pointed out in the resolution. Our purpose has been to discover from actual experience typical procedures that can readily suggest to all principals means that any high school can adopt to improve scholarship. As a result of reports of work done thus far we recommend that schools attack this problem in the following manner:

*First*, get the best possible measure of each pupil's ability. This can be done by a battery of tests, taking into account intelligence, achievement and teacher's estimates of ability. With a pupil's ability index teachers may know to what extent his school achievement comes up to his ability.

*Second*, direct more wisely the pupil's choice of curriculum by means of trained advisers studying the pupil's capacities, aptitudes, and causes of success or failure, with particular emphasis upon careful advisership in the earlier terms of high-school work.

*Third* (and most important), with ability levels determined, organize differentiated courses of study in the various subjects. This

should be done prior to attempts to create homogeneous class groups. Determine minimum essentials, dividing the work of each course into definite tasks, so that each pupil knows just what he is to do to secure a passing mark and to secure higher ratings.

*Fourth*, recognize homogeneous mental ability groups and organize classes on such a basis, to the extent that such organization is feasible; but lay even greater emphasis upon methods of instruction within a class that will recognize and deal with each pupil in accordance with the level of his ability. This is important because considerations such as the size of a school, the variation in the numbers in different curricula, failures in subjects, etc., limit and sometimes make impossible the organization of homogeneous classes.

*Fifth*, use a system of rating with the main emphasis on definite tasks to be accomplished, with due regard for the degree of mastery attained.

The committee believes that actual experiments should be conducted long enough to recommend with assurance feasible procedures under each of the five heads stated above. As a result of the experience of the past year the following is briefly submitted:

1. Several high schools appear to use satisfactory ability levels determined by the I. Q.'s sent up from grammar grades, modified by teachers' estimates. Good batteries of tests have been suggested by the educational departments of Harvard and of the University of Chicago. In the Trenton (N. J.) Senior High School every pupil is given three tests; an intelligence test, a vocabulary range test, and a reading comprehension test. The results of these are averaged to obtain the pupil's index. In South Orange (N. J.) and Newton, Massachusetts, it is considered necessary to modify the results of tests by consideration of such elements as industry, ambition, etc.

2. An admirable system of educational "advisers" and "guides" is in operation at South Orange. The committee would like information from schools that determine the definite choice of a curriculum after a pupil has entered high school, on the basis of known facts regarding the pupil's aptitudes and abilities. Several schools are definitely committed to the two-group basis (fast and slow, four- and five-year courses) for college preparatory work.

3. We have received from some schools specimen courses in English and French differentiated to suit varying abilities. In Tren-

ton the science course is arranged in three parts. The first contains minimum essentials; beyond this there is a definition of requirements for two higher ratings. The work in history is arranged on the problem basis, every problem outline providing for three groups. In mathematics problems are card-indexed, pupils working their way through the course largely on an individual basis.

4. In a number of high schools that have placed a large portion of the enrollment in homogeneous mentality groups it is agreed that the general scholarship of these pupils has improved. The usual practice has been to place enough pupils of a given subject and grade in one period to make possible two or more classes with necessary transfers from one class to another. In large high schools with but few curricula the feasibility of homogeneous groups appears to be greater than in small schools and schools with a variety of curricula. One school makes no attempt and sees no advantage in mentality groups in history, civics, etc., and by not classifying pupils in these subjects is able to maintain ability groups in the other academic classes. Limitations which prevent mentality grouping are the necessity of equalizing the size of classes, failures in individual subjects, peculiar requirements of subject for admission to higher institutions, the mechanical limitations as the classes progress through the school.

The conclusion is reached that while the formation of classes by mentality groups appears desirable, it is equally important to conduct a method of class management that will recognize and deal effectively with varying degrees of ability even in subject-classes containing all such degrees. Experiments on this line are being conducted in Paterson and Trenton, with the idea of combining the good points of general class instruction and work upon individual tasks suited to ability. Results will be reported upon.

5. Experiments with methods of marking suited to this plan are being made in several schools. There is little definite to report upon, except that it is agreed that satisfactory mastery of the minimum essentials should constitute the passing grade, and that higher ratings should be given for definite additional tasks performed with regard to both quantity and quality.

The committee recommends that the Association see that experiments be continued and final reports be made under each of the five heads stated.

Francis R. North, *Chairman*.

John S. Bosshart, Principal of Columbia High School, South Orange, New Jersey.

Fred C. Mitchell, Principal of Classical High School, Lynn, Massachusetts.

F. L. Bacon, Principal of Newton High School, Newtonville, Massachusetts.

H. R. Eaton, Headmaster of High School, Manchester, New Hampshire.

Francis R. Brick, Principal of High School, Bayonne, New Jersey.

President Wing called Second Vice-President A. J. Burton to the chair. Mr. Burton called for a vote on the amendment proposed by Mr. Quimby one year ago.

To amend article IV: The officers of the Association are a president, first vice-president and a second vice-president, a secretary, a treasurer (or a secretary-treasurer), an executive committee of the four officers named, *ex-officio*, and the three most recently retired presidents. The amendment carried. Mr. Burton adjourned the meeting.

### THIRD SESSION

The third session was held in the Auditorium of Central High School. The president, W. E. Wing, called the meeting to order at 10:00 A.M., Tuesday, February 23. Mr. Wing called H. L. Miller, First Vice-President of the Association, Principal of University High School, University of Wisconsin, to the chair. Mr. Miller introduced Dr. Michael H. Lucey, Principal of Julia Richman High School, New York City, who spoke without notes on the Plan of Organization in Julia Richman High School.

#### PLAN OF ORGANIZATION IN JULIA RICHMAN HIGH SCHOOL

DR. MICHAEL H. LUCEY,  
PRINCIPAL OF JULIA RICHMAN HIGH SCHOOL, NEW YORK CITY

When the Julia Richman High School of New York City was founded in June, 1913, it was housed in an old building on 13th Street that had just been vacated by the Washington Irving High School because of the completion of its new building. As the new school grew, it was given rooms and floors in elementary school buildings in various parts of the city from 13th Street to 102nd Street, and from the Hudson River to the East River. For eleven years we wandered about in this desert of old buildings and annexes while waiting for the promised land—a new building. Finally, in September, 1924, 4500 strong, we entered into our heritage with prayer and thanksgiving and with the expectation of living happily ever after.

But, alas, while drinking the milk and eating the honey of the new domain, we began to cast longing eyes back to the desert days when, of necessity, we were divided into smaller bands whose members may have endured hardships but who had entered more fully into the joys and sorrows of their fellows. For now the school was organized in the orthodox way with a principal, administrative assistants, grade advisers, heads of departments. We found that much more of the administrative work of the school was clearing through the central office; that those placed in charge were becoming specialized and departmentalized; that much red tape was being wound and un-

wound; that, in short, the machine point of view was tending to displace the old personal and human point of view. We feared that we were in a fair way of becoming an efficient, well oiled, educational factory capable of turning out standardized parts for the great industrial and commercial machines which are so characteristic of our modern life.

After due consideration we came to the scriptural conclusion that it profits a man little to gain even the whole world at the loss of his soul. In June, 1925, therefore, we scrapped our carefully constructed organization and set about building up a new one. In short, we determined to set up four distinct schools under one roof, each with its own student body, its own teaching corps, its own head, and its own part of the building.

In planning the division of the student body into the four groups, we sought to minimize the amount of traveling, to consider the necessity of offering the pupils the usual freedom in the election of subjects, and to carry on the project of grouping the pupils mentally. As 500 of the pupils were by this time housed in an annex, we divided the remainder into four groups numbering approximately 1000 each, as follows:

- Senior Group
- Academic Group
- Commercial Language Group
- Commercial Non-Language Group

The Senior Group consisted of pupils from the upper three terms: the sixth, seventh, eighth; the other three of pupils from the first to the fifth terms, inclusive. We have kept approximately the same division this term with the exception that we have had to enroll a large number of entering pupils electing language in the fourth group. These groups are usually designated as schools; hence, we have the North School, the South School, the East School, and the West School, corresponding roughly to their location in the building.

While each group is assigned to a certain section of the building, certain specialized rooms such as the gymnasiums, auditorium, music, art, sewing, and science rooms have to be used in common. But the classes reporting to these specially equipped rooms at any one time are composed for the most part of those from the same group. This is really an advantage inasmuch as for each small school of 1000 we



have the use of certain material equipment of a school of 4000, such as an auditorium seating 1500, a lunchroom seating 800, large gymnasiums, and a spacious swimming pool.

The new type of organization has imposed no added financial burden on the city. From the allowance for administrative work made by the Board of Education for schools of the size of ours, we were able to retain an administrative assistant in the general office, and to place a teacher in charge of each school with only one teaching period a day required of each. Likewise from the normal allowance of clerical assistants we were able to assign to each head a full time clerk. The group head from his teachers selects those who may assist in pupil advisory work, in dramatics, in athletic activities, in the hundred and one problems that come up in every school.

By a rearrangement of offices and teachers' rooms, we were able to assign an office to the head of each school with a teachers' room immediately adjacent. To the group offices were transferred all the records that pertained to the respective schools.

Now as to the working of the new type of organization; a student entering one of the three lower schools is admitted in accordance with her aims, needs, and ability. Here, in this comparatively small school of 1000 pupils, she remains for five terms, getting to know both her fellow students and teachers. At the end of five terms, the students from the three schools are admitted to the North School where they remain for three terms, or until graduation. Here again while enjoying the advantages of a small school they have all the wealth of electives which an organization of 4000 students makes possible.

The new type of organization is flexible enough to meet all departmental needs. The groups are so large that pupils may be grouped according to their varying needs and abilities. Repeaters classes, slow classes, ungraded classes, as well as high classes, are formed wherever necessary.

In a few instances it has been found necessary to combine students from two or more groups into one class, and in such instances some pupils must, of course, travel. The same condition holds for teachers. The major part of the program of each teacher is in the group to which she is attached, but in special instances where departmental plans called for special adjustments, these were easily made.

While each group has a separate entity there are, of course, certain forces that make for unity such as the principal, the administrative



assistant and the clerical staff of the general office, the heads of departments, the student organization with its governing body or executive council, the publications of the school.

There is always danger that the principal in a large organization may become immersed in details; that is, he may become an office man. There is a tendency to overemphasize the central office and to lose sight of the fact that, after all, the important work of the school is done in the classroom. Under our new scheme of organization the principal is relieved of a great deal of the mechanical routine, and thus has more time for the visitation of classes, for meeting and becoming acquainted with both pupils and teachers.

While the head of the group with his clerk ordinarily handles most of the routine work of the group, yet there are certain phases of it that can better be handled by the general office. Some of these are:

- the reception of incoming mail;
- the checking of pupils as they come in after the opening of school;
- the reception and direction of visitors;
- the making of the pay-roll;
- the compilation of statistics for the school as a whole;
- the ordering of supplies.

We have so organized and we are so administering the Julia Richman High School that we have all the advantages of four small schools of 1000 each with all the advantages of the material equipment and other advantages of a school of 4000. We claim nothing new, but we do claim that we have solved our own problems; that we have placed the man above the machine; that our students and teachers are happier; that, in short, the spirit of comradeship and of joy in work of the good old days is with us again.

Instead of summarizing the advantages of the new regime myself, I shall give the viewpoints of a head of group, of a teacher, and of a student:

#### A HEAD OF GROUP

1. The children get to know one another and to know their teachers.
2. They have an office with someone in charge who is vitally interested in them—in their joys and woes; someone who is always on hand to counsel and help.

3. A school of over 4000 cannot be a home; a group of 1000 can be made to feel like home and to have a soul.

4. There is more chance to follow up the girls—their scholarship and conduct. Delinquency and truancy can be checked much more readily. There is more chance for following up the shy, timid child who would be completely lost in a huge organization. As one child said, "I like the group system because my teachers know me and they always give me a smile when they meet me."

5. There is more opportunity for conferring with parents—more contact with the home. I meet about 25 or 30 parents each week.

6. When there is sickness or death in the family, the group office writes a letter to the child. There is consolation to the little girl that she is not forgotten.

7. During the group meeting the teachers have an opportunity to discuss the problem girl or the girl of unusual ability.

8. Much of the red tape and machinery of a huge organization is done away with and when the personnel is not worried by too much clerical work the teaching improves. The teachers like the personal touch, too.

9. Many girls are saved from leaving school by a timely word from a person who can talk to them just at the time of greatest discouragement. They can be seen by someone in authority when they apply to the group office for a discharge.

10. The school is saved from becoming a Procrustean Bed. The organization is adjusted to make the child happy and not to adjust the child to the organization.

#### A TEACHER

1. Reduces an institution to four small or medium sized schools.

2. Centralizes authority. Instead of having a half dozen persons to please, teachers feel they have but two—the principal and the head of group. They feel that except for questions of policy they can go to the head of group and get their questions answered and get full directions for most of their work. They feel that the head of group can take time to hear their troubles whereas they realize that in a school of 180 teachers it is impossible for any principal, no matter how well disposed, to counsel often with every teacher.

3. Centralizes authority as to pupils. In a large school, administration and authority must be divided. Many times students scarcely know to whom they are responsible for conduct, lateness, absence, and scholarship. In our organization they know they are responsible to the head of group for all these things, and he has time and opportunity to mete out justice, to admonish, and to make awards for merit.

4. In the large school, no one except the principal feels a definite and vital interest in each pupil, and it is impossible for him to attempt to do anything for the individual. What he does must be in mass. In the small group, the head of group feels the responsibility for the welfare and development of each girl, and he can to a very great extent make the students feel that he has a personal interest in each one.

5. Pupils remaining in one group for from three to five terms become acquainted with the teachers of their group and feel that home atmosphere which has warmth and friendship in it instead of coldness and lack of sympathy. Pupils begin to feel that their teachers are friends instead of police officers.

6. The new organization should relieve the principal from all direct responsibility for the administration and management of his school and enable him to become an expert in education and a true executive. It gives him time to plan for larger and wider fields of activity and to blaze the way for new things in education.

7. This organization enables us to take advantage of all the best things of the large school such as fine library, commodious auditorium, well equipped cafeteria, fine gymnasiums, swimming pool, and at the same time have the advantage of the small school where pupils are thought of as individuals and separate personalities instead of as a body or mass.

8. Cuts red tape to a minimum.

9. Students and teachers feel more of a home atmosphere, and physical as well as mental strain is reduced.

10. Both pupils and teachers like it—a real test.

#### A STUDENT

#### *TRAFFIC*

1. Congestion of traffic relieved. Most of the girls within the individual groups have their classrooms within the boundary of the

groups; therefore they do not have to travel from the main to the sixth floor five times a week but keep on certain floors.

2. Class work starts sooner, and more accomplished.

#### *GIRLS' PROBLEMS GIVEN ATTENTION*

1. Group head and faculty advisers are in personal touch with the students within their annexes.
2. The problems are settled within a comparatively short time.

#### *CLASS STUDIES BETTER*

1. In the individual classes all the girls of a certain group are classed together, as far as possible. This enables the teacher to advance as rapidly as the intelligence of the whole class corresponds and responds to her teaching.

Ex. Formerly first termers were ranked with thirds, sixths with eighths, fourths with sevenths. Now so far as possible all of a grade are classed in the particular subject.

#### *RELATIONS OF GIRLS TO GIRLS AND GIRLS TO TEACHERS*

1. Girls of the same age get acquainted and *stay* acquainted, because they meet often within their own group.
2. Girls help one another more with their personal and school problems because they are within reaching distance.
3. Girls can go to teachers of their individual classes more frequently to discuss puzzling subjects because the teachers are as a rule within their own group.
4. The teacher becomes more of an intimate friend with the girls.

#### *SCHOOL SPIRIT AROUSED*

1. A very good example of the arousing of school spirit, especially within the North Group, is that of the "New York World's" BIGGEST NEWS OF THE WEEK. This sort of school spirit gives the school publicity, and the girls a sense of pride concerning their school.

2. A good-natured rivalry exists which benefits the girls because it makes them strive to excel for their group, which in turn re-

flects credit on the school. The average of studies, I believe, is higher because there is more interest in attaining the Honor Roll and having the highest standard over another group.

Mr. B. J. Rivett, Principal of Northwestern High School, Detroit, Michigan, read a paper prepared by W. R. Stocking, Jr., Associate Principal of Central High School, entitled, *The Detroit House Plan*.

### THE DETROIT HOUSE PLAN

W. R. STOCKING, JR.,  
ASSOCIATE PRINCIPAL OF CENTRAL HIGH SCHOOL,  
DETROIT, MICHIGAN

In 1913, Mr. David Mackenzie, then principal of Detroit Central High School, now dean of Detroit City College, introduced into that high school the "House System." Previous to this time the grouping of the pupils had been into "grade rooms," or assembly halls, each a single grade with its grade principal. Under this plan all the boys and girls of a particular half grade were together; they were also all approximately of the same age. These grade principals, under the direction of the principal, took complete charge of the pupils, referring then to the principal only in special cases. Under this plan the 9B principal had from 400 to 600 under his supervision; the 12A principal, only 150 to 250—a very unequal distribution.

The House System meant a complete reorganization. In this article I shall discuss this system as it now exists in six of our high schools; but for two reasons the deductions stated will be drawn mainly from observations of its organization in Central High School. There it developed for nine years under the master mind of its originator, until he withdrew to devote all his time to the City College. In that school, with groups of 200 to 300, the House principals have been able to analyze results better than in most of the other schools, where the numbers have been from 250 to 450.

The House System is based on the premise that boys and girls, segregated during study hours and with a teacher of the same sex as themselves, will develop more naturally and will express themselves more fully and normally than under the old system. They will discuss freely problems that affect them; and will perfect an organization and a development of group spirit that will be of decided help, both in their school and in their after life. To quote Mr. Mackenzie:

"The fundamental purpose of the House System is to provide an object lesson in community life. Its distinctive organization furnishes a favorable environment with the necessary experiences in which the moral judgment may function and grow; and socialized habits and character are developed through efforts to actualize the spiritual ideals of the House as expressed in the name, motto, and emblem."

In the six high schools where this plan is followed, the entire school is divided into groups of from 250 to 450, each in an assembly hall, called a "House," three or four for the boys and a like number for the girls. Here are gathered pupils from each grade of the high school, who remain throughout their high school course under the direct supervision of men for the boys and women for the girls. These teachers are called "House Principals."

The duties of the House principal are in most respects like those of the principal of a small high school except that he has little real authority over the other teachers. He has complete charge over his pupils except that an order for suspension is the prerogative only of the principal. We might enumerate his administrative duties as follows:

1. Enrollment and seat assignment of pupils.
2. Programs of pupils, assignment to classes and adjustment.
3. Attendance: absence, tardiness, truancy. Of these he helps keep an accurate record.
4. Supervision of study periods. Pupils spend all vacant hours in the House unless given permission to be elsewhere.
5. Scholarship and discipline. The teachers report to the House principal the poor scholarship of his pupils, poor deportment, or any other deficiency. Likewise they bring to his attention noteworthy achievements. The House principal learns from the teacher what a boy's difficulty in any particular class seems to be, whether lack of ability, or indifference, or laziness. The teacher learns from the House principal the degree of studiousness of the boy during his vacant hours, his attitude in other classes, facts of his home life, or other details that enable her to understand the boy better. Then, after conferences with several or all of the boy's teachers and a talk with the boy himself, the House principal decides on the best course to follow in the attempt to help the boy. If the scholarship or conduct, as the

case may be, does not improve, he sends for the parents in order to gather other facts and to secure their co-operation.

6. Supervision of the duties of any school or class officers who are members of his House.

But looking after the routine studies and daily program of his students is only part of a House principal's work. His biggest job is to direct the self-expression of his pupils in a way that will bring the best results for them. This development comes only partially from activity in the classroom: it comes from their participation in the issue of publications, "service committee," Junior Red Cross, student self-government movements, plays, musicals, science clubs, and the like. Every day each House has a record or assembly period for twenty minutes, sometimes for forty. Each pupil signs a record slip. This is the "clearing house" time. The House principal reads all kinds of notices and directions from the principal's office. Then he discusses some activity in which the House is interested, such as a championship House basketball game, the school paper, the next opera, or the scholarship of the House compared with that of the other Houses. A good example of this was shown on Thursday and Friday of a recent week. There was but little interest in the opening basketball game. One boys' House challenged the other three to a ticket buying contest for the game. Great enthusiasm was aroused, with the result that nearly 1100 of the students attended the game. The House is also the ideal unit for intra-school athletics. Nine B's cannot compete with 12B's but House vs House gives equality.

Besides discussing questions of local school interests, the students consider at these daily "record" periods many topics of state or national interest, such as: "thrift week," "Junior Red Cross," "conservation of trees," "health," etc. At these times the principal often calls on various members of the House to give their ideas and opinions. Sometimes the students will do nearly all the talking, the principal offering only a word now and then. Sometimes a business or professional man gives a vocational or inspirational talk, or an alumnus of the House makes remarks. It is the period corresponding to the auditorium period in the platoon schools, or the class period in social arts of our proposed new curriculum. In other words, the House is used as the organization unit for the development of all kinds of extra classroom activities. It is easy to see that in units of from 250-300 these things can be done much more effectively than



when the whole school meets together in one big assembly. In fact, in only one school in the city is the auditorium large enough to seat more than half of the pupils.

The House principal is the foster father of his boys. Much of his time is spent in heart to heart talks with them, not only about their studies, present and future, but about their personal appearance, their habits, associates, their relations to parents and teachers, their ambitions in life, and countless other things. The House principal is the administrative officer, the moral counsellor, and the educational and vocational guide for his boys. Because of his intimate relation with them his influence is far greater than that of any other of their teachers. To a great extent he is their model, the source of their inspiration. His House reflects him. If he is very particular about his personal appearance and that of his room, and extremely neat, this will be reflected in his pupils. If he is athletic or musical, a naturalist, or is particularly interested in machinery, so will he influence the members of his House along these lines to an extent far greater than could another teacher. Likewise if he is untidy in his appearance or slipshod in his methods his pupils will have a tendency to be the same.

This is easy to understand: the contact between the average teacher and his pupil is almost entirely within the classroom and is, according to the ordinary pedagogy, quite formal. Nearly all the recitation period is spent in reciting facts, or in drill. So much "ground" must be covered by the end of the fifth week, tenth week, and so on. This may be necessary in modern education, but the fact remains that intimate acquaintance and real sympathy between teacher and pupil is the exception rather than the rule. But how different is the relation between the House principal and the pupil. There is little formal instruction by the principal, but much informal. He has to do with the real life of the boy—the spontaneous, natural things which he likes—or dislikes; athletics, school publications, student self-government, debating, and so on, which do as much or more for the boy than his formal studies, and are vital. He comes into close personal contact with him, too, when he investigates the reasons for his poor scholarship, absence or tardiness, the same for discipline. At these times he makes it his business to probe, as it were, into the very depths of the boy, and to win his confidence if possible. He knows the parents and the home surroundings of most of his boys. It is with him that all the boys in the House do things—he is their leader—to raise money for French orphans, win the House championship in baseball



or track, win the scholarship cup for the semester, or turn out more students for the championship basketball game than the other Houses will. Because he is their leader, their teacher, the one who admonishes, scolds, encourages them, the one who teaches them to be good sportsmen, who unifies or co-ordinates their formal classroom work with their other activities, the one to whom they confide their ambitions and desires—because of these things is it any wonder he has more influence on most of them than have the other teachers?

So it is with the women principals, their relation to their girls is just as intimate; their influence is just as strong, though they are not leaders in House rivalry to the same extent as the men, for among the girls' Houses there are not as many contests. But the relation of the girls' Houses to one another is admirable. As the man principal is a foster father to his boys, so the woman principal is a foster mother to her girls. Just as his problem is to bring out the manly traits in his boys, so hers is to develop the womanly attributes in her girls. Hers, if anything, is the more difficult task, for the girl is more sensitive, her feelings are more delicate than those of most boys. Naturally the men and women chosen for House principals are those of the broadest experiences, deepest sympathy, and the best judgment; in addition they have high scholastic qualification. In rank and pay they equal heads of departments.

The organization and spirit of the House is much like that of a community in real life. Each House has student officers and a council or committee, elected by the students themselves. These officers and council have considerable influence; and in some of the Houses relieve the principal of much work. In the House, just as in the community, the older pupils are usually elected to the offices, and the upper grade pupils direct the activities. They are expected not only to set the right example in conduct and scholarship for the younger pupils but they often sponsor the younger. Unquestionably the older pupils have a direct and wholesome influence on the younger. The extent of the student government idea and the influence of the older brother and sister idea depend largely on the enthusiasm and direction of the House principal. In several high schools the practice of older pupils coaching and generally helping the younger is carried on extensively.

After reorganization each semester, the students take charge of one record period a week. Sometimes an entertainment or musical program is given; sometimes this period is devoted to House business,

such as talking about buying a new flag or the organization of the House football team. Sometimes the student entertainment committee secures a "live" speaker from the outside world to talk about his profession or some vital topic of the day.

The scope of what can be accomplished is limited only by the time and strength of the House principal. Three hundred is the maximum number that can be handled well in one group. When Houses have over 400, the principal has too much clerical work to do. In some schools the record period has been reduced to only 10 or 15 minutes, which is all the time that can be allowed in addition to the eleven or twelve class periods.

One phase of the House principal's work deserves special comment. During the last five years the problem of vocational counselling has received much attention. Many schools throughout the country are using two counsellors, a man for the boys and a woman for the girls. A counsellor cannot possibly become well enough acquainted with 1000 or 1200 boys (or girls) so that he can intelligently advise them either about their high school work or their life careers. He meets these pupils occasionally. Unless a boy knows the counsellor well and has his confidence he will not talk freely. No boy or girl is going to sit down and confide his secret ambitions to a stranger.

The House principal, on the other hand, knows his three hundred from every angle. Moreover, he has the confidence of most of them. Because of this confidence and his intimate knowledge of them, he is admirably fitted to counsel concerning their high-school and college courses, and to help them get the right idea of what they should choose for a life work. In these high schools the House principals are the only counsellors. All of them have taken at least one special course in Detroit to prepare themselves better to do this guidance work. Several have taken summer school vocational guidance courses at Harvard and Chicago. At both of these colleges, great interest has been shown in our House system and in the guidance done by the House principals. At both summer schools the verdict was that the House principal was the logical counsellor. It might be well to state that every educator who has visited our schools and seen the operation of the House system has been very enthusiastic about it.

The only objection ever offered to the House system is that it costs more. This is a FALSE SUPPOSITION. Mr. Edward L. Miller, Assistant Superintendent of Schools in Detroit, has investigated the cost of our schools with and without House principals. In

a letter to Superintendent Frank Cody dated February 4, 1926, he gives figures showing the personal service charges in all the city high schools for last December and concludes his letter as follows:

"My conclusion from this whole study is that there is no substantial difference between the two systems."

In this day when so much is expected of the school and so little in character building is done by the home, the House system is almost a necessity. Though having the same general organization and ideals, each House has a distinct individuality, due partly to the influence of its principal and chiefly to the aims and ideals embodied in its name and motto. The Central High School names and mottoes were chosen because of the ideals and the House emblems, which are suggestive likewise of the symbolism contained in them and not merely because they sounded well. How suggestive are those of the boys' houses—

*House of Argonauts*

"I am the master of my fate,  
The captain of my soul."

*House of Abraham Lincoln*

"What's brave, what's noble  
Let's do it."

*House of Liberty*

"Liberty is self-enforced  
obedience to self-recognized law."

Likewise those of the girls'—

*House of Alice Freeman*

"Scholarship, Character, Service."

*House of Mary Lyon*

"We seek the best; we give our best."

*House of Athene*

"Self-reverence,  
self-knowledge,  
self-control,

These three alone lead life  
to sovereign power."

*House of Victory*

"There is no failure  
for the good and the wise."

In most schools the Houses have been formally dedicated. None within a short time after it was started, but each in its turn when it was ready, when the understanding of its ideals was complete enough. This is a fundamental feature of the plan and drives home the significance of House ideals as can nothing else. On the anniversary of the dedication of each House commemorative exercises are held, during which time the ideals are revived and the members again repeat the House pledge and rededicate themselves to actualize in their lives the ideals of the House.

These are the days of change and advancement in educational theory and practice. The old, stilted, formal education is giving way to the realistic "like-life" methods, where boys and girls can, besides learning facts, also develop initiative, loyalty, self-government, leadership, and service. We believe, after fourteen years of experience, that the House system is the best form of administration to develop these qualities.

*A New Road To Freedom In Education*, was the title of address given by Dr. Lucy L. W. Wilson, Principal of South Philadelphia High School for Girls, Philadelphia, Pennsylvania.

#### A NEW ROAD TO FREEDOM IN EDUCATION

DR. LUCY L. W. WILSON,  
PRINCIPAL OF SOUTH PHILADELPHIA HIGH SCHOOL FOR GIRLS,  
PHILADELPHIA, PENNSYLVANIA

I sympathize with those who object to the words "Dalton Plan." It is as inept as, say, *Holy Roman Empire* or *English Public Schools*, for it is neither Dalton (Mass.), nor merely a plan. Rather, it is a group of coördinating principles, helping us to synthesize what has been taught us by our educational leaders: how we think; how we learn; how best to develop in ourselves and in our children, abilities and habits and skills and attitudes,—or character; and, above all, how to do it, so that, in school and out, now and forever after, education shall mean to those whom we teach, "a continual and continuous making over of life, at the time of learning, to ever higher and richer levels."

Nor need practice lag behind theory. These coördinating principles help us to crystallize into practice whatever experience has proved worth while: segregation and teaching according to ability;

supervised study; socialized recitations; problems; projects; platoon organization.

The actual words, *Dalton Plan*, are at least innocuous in themselves, for they mean nothing. On the contrary, *Individual Instruction*, or kindred words, may lead astray. To teach the individual so that he becomes intelligent, efficient, ethical, even, is not enough. As Sisson says "Education is not for men and women to live in a vacuum, nor to be universally adapted or adaptable, but to live in their own place and their own time. So education must needs reckon with the social order."

The fundamental principles of the Dalton Plan, as we in the secondary schools interpret it, are:

I. *Individualized instruction, but in a socialized environment*, permitting each child to work to capacity, coöperatively, in spite of the individual differences, of which now-a-days we are so intensely conscious.

II. *Freedom, but with stabilizing responsibility*, permitting each child to reach his goal, at his own speed, and in his own time.

#### INDIVIDUALIZED INSTRUCTION

did not originate with the Dalton Plan and is not peculiar to it. Moreover, *individual* instruction is quite contrary to its aims. In a properly daltonized school, each child is an intelligent participator in the whole life of his group, and the groups are in such constant inter-action that no individual, no group, can or does presume to live independently of the other.

The social environment in which children do their work, now as never before in history is of supreme importance. The modern answer to the question, "Who is your next door neighbor?": "Why, the man I do not know," indicates clearly the reason the school must help its children to real community living. It is no longer enough that they coöperate with their teachers and their classmates. They must have the opportunity to be socialized across the years, with any and all of the children in school, at least. The substitution of the atmosphere and the equipment of the laboratory for the cold, formal, separate classroom, helps to accomplish this. Children meet here with other children, not because they are same class or grade, but because of a common interest. Intimacy and coöperation are natural and

inevitable. This is splendidly illustrated in Miss Parkhurst's own school, The Children's University School, New York. In South Philadelphia, we have not yet attained either the substance or the shadow. In our overcrowded building, each classroom is used by at least two different teachers in a long four-shift day. But we have often had the spirit with us in working out school projects. We hope some time to gain it less consciously and with less effort.

The ability to give her classroom the feel of a laboratory, the place where one works, the *beautiful* place where one works, is peculiarly within the range of the artistic feeling of high school teachers. Obviously the informal type of furniture, with tables and moveable seats, add not only to the atmosphere, but make it mechanically easy to work in smaller groups. Pictures, plaster casts, books, autographs, and other illustrative materials will accumulate certainly as rapidly as in the subject rooms of more conventional high schools.

#### THE ASSIGNMENT

Instruction may best be individualized and socialized by using mimeographed assignments, covering at least a unit of work, requiring from a week to a month for its full development. For example, the assignment in history for a 9B class (rapid progress) for November gives two units of work: Charlemagne and the Break up of the Empire (two days) and Feudalism (the Rest of the Month,—Presumably three weeks.) This was individualized as follows: The minimum assignment for Unit I was, "Be prepared to tell the story of the life of Charlemagne. What is the meaning of *Holy Roman Empire*? Recount the final divisions of the Empire (*West* pp. 259, 264-267.)" Three additional electives were then presented to guide maximum work, for there are individual differences even in a segregated group:

1. Present the opinions of Gibbon and Hallam concerning Charlemagne; your own, also (Gibbon IV, pp. 286-293; Hallam I, pp. 9-13).
2. From the desk get a copy of source material, and construct a map.
3. Compare Eginhard with Suetonius (Eginhard, *Charlemagne*, Chap. XXII-XXX, pp. 56-70.)

A choice of nine electives are offered to those who successfully complete the second unit, Feudalism.

The 11B Class in English, in January, were seriously studying *Julius Caesar*. This meant finally, of course, the presentation, informally or several scenes. The work in English, for this month, was still further socialized by the following composition assignment (the minimum) :

1. Nobody likes to listen to a story, no matter how good it is, if it is haltingly told. Here is your opportunity to practice telling as interestingly as you can something that has happened to you or to someone else. Do you know what an anecdote is? Find out, and prepare to tell one to the class.

2. Prepare to talk to the class informally on some subject that you think will interest them. Remember that you must be interested yourself; therefore choose a topic that you really care to talk about and try to communicate your enthusiasm to your audience.

#### SOCIALIZING THE ASSIGNMENT

In South Philadelphia, several teachers, in English and in history, have been successful in socializing the making of the assignment, even, by giving it over, as an *elective*, of a *maximum*, to a committee of the abler students. The following speaks for itself :

#### 12B ENGLISH: HAMLET

The committee appointed by the class presents this plan for the study of "Hamlet." As far as possible your suggestions as to procedure have been adopted.

We are planning to finish this work in six lessons. The play should be read before the first conference which will take place May 25.

#### Unit 1 (one day)

To understand and enjoy *Hamlet* thoroughly, one should know something about Shakespeare and his time. Do you know how the stage conditions influenced the play?

John Barrymore is just one of the famous interpreters of Hamlet, Prince of Denmark. Do you know any others?

Report to the chairman the topic in which you are especially interested and upon which you wish to report.

On the table in the back of the room are the books which you have brought in to be used as references.

Those not interested in making reports may have group discussions on the play. Below are some comments on the play and its characters. What do you think of them?

1. "The tragedy of *Hamlet* does not lie in the fact that it begins with a murder and ends with a massacre; it is something deeper, more spiritual than that. The most tragic, the most affecting thing in the whole world is in the ruin of a high soul."



2. "Hamlet is a man of sensitive temperament and high intellectual gifts."

3. "Polonius—a played-out state official,—vain and slow-witted, pottering words of wisdom."

*Unit II (one day)*

Class Conference will be given over to hearing and discussing the special reports.

*Unit III (one day)*

Any passages which you think particularly significant or which you find difficult to interpret will be read and discussed in class in this conference.

*Unit IV (two days)*

Class Conference: Discussion of the character of Hamlet. Who are the other outstanding characters? Which characters would you classify as minor? How do they contribute to the plot or to the interest?

What lines appeal particularly to you? *Were any of them familiar to you?*

*Unit V (one day)*

Conference: The play will be read in parts in the class. *We shall be delightfully surprised if any group will give a real presentation of a scene.*

(Any girls preparing to present a scene may take time from conference whenever it seems advisable to them).

The late Frederic Burk was the first to abandon the daily verbal assignment, as well as the daily recitation, when, in the training department of the San Francisco State Teachers College, he gave, instead, to each elementary pupil, a copy of the course of study in each separate subject. These detailed courses of study were originally intended to guide pupil teachers. The immediate success of this project stimulated the faculty to produce a series of "self-instruction bulletins," in six subjects, covering some twenty-six phases of grade work. Until they were prohibited from doing so, these were sold at cost to any one interested. The idea of printed assignments covering long periods of work, still lives in San Francisco, in Winnetka, and in other cities.

Individual assignments, originated by Burk, for upper grammar grades, have been developed for high schools, as already indicated: first, by making provision, definitely, for individual differences, not by merely affording an opportunity to make more rapid progress, but rather by intensifying and cutting deeper; and, second by making provision, definitely, for socialization.

#### FIRST AID TO ASSIGNMENT WRITERS

I have discussed the assignment with you, at length, because it is the key that unlocks the door to responsible freedom. No school, no



matter how small, can afford to give its students freedom until the majority of the teachers have acquired some skill in writing assignments.

An experienced teacher, who understands the laws of thinking and of learning, who knows children as well as her own subject, and who has vision, will learn easily and quickly the fine art of writing assignments. Unfortunately, many secondary teachers are mere specialists. Their assignments will be no poorer than their teaching, but their lack of real skill will be thrown into the limelight. On the other hand, writing assignments develops teaching skill, almost miraculously, and makes wise supervision function infinitely better than would otherwise be possible. In a large school, moreover, there are frequently several teachers for the same grade of work. The co-operative writing of assignments and the thoughtful pooling of criticisms, especially "after using", develop finally much individual skill.

In general, it is necessary to remember, in a written assignment, as in oral teaching:

1. That the child must be helped to climb the mountain, step by step, and not allowed to leap from peak to peak on the back of some one else,
2. That "pivotal questions, in close sequence" are essential and invaluable tools, and
3. That *little* and frequent summaries, if thought out by the children, are great helps to the understanding of the larger unit, as well as to the memory.

The teacher should outline for her own use, and, therefore, very briefly, a month's work, subdividing this into smaller units. It does not matter whether these units, normally, will require a period or more than a period for their accomplishment, but it is essential that the teacher should judge about how much time will be required by the average child, in order to give a comfortable minimum amount of work, and, also, in order to plan, later, for elective maxima.

The teacher ought to work all this out with the picture of her particular class before her.

Before finally writing out the assignment, she should meditate on how to do so attractively. A little lure in the wording helps, although, as in oral teaching, too, it must be real, not artificial, and, therefore, not constant, nor omnipresent.

Any teacher, in any subject, who wishes to try out the experiment, can plan assignments and check ups, give laboratory periods with time freedom within her own classroom time. There were many such pioneers in South Philadelphia. To their initial courage, perhaps more than any other single factor, is due the ease with which our experiment has been carried on.

#### FREEDOM, WITH STABILIZING RESPONSIBILITY

Rousseau was the first to advocate the utilization of the principle of liberty in education. It was emphasized, also both by Pestalozzi, and by Froebel, although their followers have often failed to use it in their practice. That we, in this generation and this country, in our grammar and high schools, as well as in the kindergarten and in the elementary schools, are able to practice what they preached is due more to John Dewey than to any one else. We must acknowledge, too, the stimulation that has come from Mme. Montessori, Helen Parkhurst, and many leaders among the "Progressive Education" group, in this country and abroad.

Freedom, with stabilizing responsibility, is best secured by helping the student to plan his own time. In spite of weekly and other "conferences," and still other fixed periods,—such as assemblies, a short daily period with the student advisers, chorus, physical training, art, foods, and clothing,—a student in South Philadelphia may have about half the time "free". With the help of her student adviser, her subject teacher, and especially of her own successes and failures, she learns how best to use that free time in order to get the largest results from her effort. She becomes in a small way an efficiency engineer. She is the master, not the servant of his tasks, acquiring the habit of also seeing always the part in its relationship to the wholes.

Perhaps a picture of our ordinary school life will be helpful in making this "freedom" a bit more concrete.

#### DALTON PROCEDURE IN SOUTH PHILADELPHIA

During the first month of each term, the student "follows her roster." She has no freedom except within the four walls of the classroom. Here each teacher, with or without the monthly assignment sheet helps the students to see the nearest goal and to acquire the necessary skills, or habits, or attitudes, *en route* to its accom-

plishments. She verifies her own prognosis of the amount of time that the student finds necessary to spend in research or laboratory work; in brooding over it, or thinking, if you prefer that term; in written work, whether outlines, notebooks, or short resumé's; in more formal study; in testing,—to which too much time is often given. In brief, by helping them to find and use the tools, teaching them how to study a unit, at least, her subject, and how most efficiently to allot their time, at school and at home,—she prepares the students to use intelligently and responsibly their time freedom. The norm for most subjects, for all the remaining months, is one "conference" (attendance obligatory) to three "laboratory" periods (attendance voluntary) per week. But in South Philadelphia, we teachers, too, are free, and any one who wishes to do so, may demand the attendance of the whole or a part of the class for any number of conferences per week! In general, we think that conferences with the entire class ought to be either for organization or for inspiration. Where are the children during their free periods? Perhaps in the laboratory room, perhaps in the library, perhaps in the study hall, depending upon whether they need the teacher, or reference books, or are able to study independently.

Each day, on entering the school, the student visits her "student adviser," the teacher who keeps the records for attendance. Here she receives on the first of the month a card, on which she graphs her daily progress in each subject. These cards are inspected from time to time by the student adviser, to see how efficiently she is planning her time among her different subjects. Properly signed by the individual teachers concerned, the graph cards constitute a monthly report card.

In this so-called record period, in addition to other extra-curriculum work, the planning of a 24 hour day and a 7 day week are discussed. Individual time tables are kept and talked over in order to make daily and weekly norms.

Do the students abuse this freedom? Yes, sometimes. In the long run, this will cure itself. In the mean time, such students are put "on roster," a punishment much disliked, and therefore reasonably efficient. On the other hand, about five per cent of our senior class are *green card girls*. Green card students, after consultation with each teacher concerned, are given complete freedom. They may omit conferences and other fixed periods,—of course, at their own risk and upon their own responsibility.

In conclusion, may I summarize

THE ADVANTAGES OF THE DALTON PLAN

as we see them in the South Philadelphia High School?

*To the Teacher:*

1. It compels better and ever better pedagogy: The teacher must see her subject from the viewpoint of the child.

2. It makes supervision efficient: A department head may know, with a minimum of visiting, exactly how the work is being done, whether it is functioning, and why. She is in the position to give first aid and professional advice; the teachers are in the position of being able to ask for help, concretely and definitely.

3. It helps to discover children's difficulties and to show that these may come from different causes, some of them curable. For example, since we have been on the Dalton Plan, the teachers this year have asked for the individual psychological examination of ten times as many children as ever before.

4. By posting the assignments in all subjects, according to grade, teachers get a bird's eye view of all the work, and are able to cooperate with other teachers as never before.

5. The substitute teacher is less of a problem and creates far less havoc.

6. Teachers no longer shrink from being observed at their work. They are un-selfconscious in the laboratory atmosphere in which everyone is working toward a definite goal.

*To the Child:*

1. Through the assignment, it removes most of the handicaps due to

a. A short memory span: helpful suggestions are at hand when needed. Therefore, they are heeded when needed, instead of being cast in the limbo of the forgotten.

b. Absence: again and again we have been able to send assignments to children absent, but not ill, in quarantine, for example; thus enabling them to keep up to grade fairly easily. They help, also, with briefer absences, whether occasioned by religious holidays, or illness, or some other reason.

2. Almost automatically, it takes care of difficulties due to different abilities, or different rates of speed, or both. In particular, the slow, intelligent child gets the opportunity to ponder on a problem until understanding comes to him. In addition, it compels the superficially clever, ear-minded child to get down to real work.

This is rightly reflected in marks. With us, many slow F (fair) girls are now getting G (good); and, on the contrary, the lazy clever child is either working harder, or else getting a lower grade.

3. Above all, it develops, initiative and responsibility. It gives the child the three essentials to mental health, according to Burnham, viz.: *a task, a plan, and freedom.*

#### WHITHER

I have tried to answer the questions *whence* and *why* and *how*. But what of the future, and what will be the next milestone on the road that leads to freedom in education?

We, in South Philadelphia, are planning for next year composite assignments, made coöperatively, by the teachers of history, science and English. We shall offer these only to the upper quarter of the senior class, as a sort of an "honor plan in a high school." Behind such assignments there must be, of course, what the Russians call "a complex," in other words, a project *plus*. The following has been submitted, tentatively, to the teachers concerned by Ruth Wanger the head of the department of history:

#### WORLD PEACE

##### I. *Is peace desirable?*

- a. The meaning of war.
- b. Causes and results of conflict.
- c. The great gifts of civilization in relation to war and peace.

##### II. *Is peace possible?*

- a. The basis of peace in mutual understanding.
- b. Mutual aid in the past.
- c. Elements of understanding and misunderstanding in the present.

III. *What can we do about it?*

- a. The international point of view (two sides to a story!).
- b. Increase of understanding through information.
- c. Increase of understanding through international organization.

Obviously, science can add to this a study of strife and coöperation,—mutual aid,—in the plant and animal world, and English, the opportunity to read some of the great literature that expresses the high moments of the themes.

From this tentative experiment, we hope to evolve some of the technique that we shall need to secure future success in a better coördination between subjects that will lead to a better development of skills and habits, attitudes, abilities, and knowledge.

In brief, we hope to transmute high-school activities into the gold of purposeful living.

Mr. Louis P. Slade, Principal of Public High School of New Britain, Connecticut, read his paper, *The Laboratory Plan of the Senior High School of New Britain, Connecticut*.

THE LABORATORY PLAN OF THE SENIOR HIGH SCHOOL OF NEW BRITAIN, CONNECTICUT

LOUIS P. SLADE, PRINCIPAL OF PUBLIC HIGH SCHOOL,  
NEW BRITAIN, CONNECTICUT

New Britain is an industrial community of some seventy thousand people with a public school enrollment of 12,076. The grades in the public school system are grouped by the arrangement commonly known as the "6-3-3 plan." There are two junior high schools with junior high-school shops, and one senior high school closely coöperating with a state trade school.

The senior high school and trade school are housed in three buildings grouped together. The senior high school proper has an enrollment of about eleven hundred students. The teaching force is composed of three administrative officers; five directors of departments, whose work extends into the junior high schools; and fifty-two full time teachers. Two clerks are responsible for the registers and records.

Promotion and graduation take place twice in the year. All courses are semester courses.

For home-room purposes, students of grades X<sup>1</sup> and X<sup>2</sup> are grouped in one building; those of XI<sup>1</sup>, XI<sup>2</sup>, XII<sup>1</sup>, and XII<sup>2</sup> in one of the other two buildings.

The school day is a two-session day. In the morning there is an opening period of fifteen minutes, then two periods of seventy-five minutes each and a period of twenty minutes for special appointments. In the afternoon there are two periods of seventy-five minutes each and another special appointment period of twenty-five minutes. The time given for these periods is net time; recesses of six minutes provide for all passing from room to room, or from building to building.

A unit course is given four periods a week. The required courses in health and physical education and the "optional" courses of less than a unit value are given in the so called "omitted periods" of the four-period courses.

Since September, 1924, in all courses, the assignment of work has been made four times in the semester, at the beginning of each period of five weeks (or, in the case of one assignment, four weeks, the year being thirty-nine weeks long, and one of the semesters but nineteen weeks long).

The assignment is given the student on typewritten sheets, varying in number from two to twenty or more; the sheets are punched so that they may be conveniently kept in a notebook cover. To guide the student in allotting his time, and to furnish the teacher with a measure of the student's achievement, the assignment is divided, on the margin, in twenty twentieths.

In the departments that are under directors, the director is responsible for preparing the copy for multigraphing. Usually the work is apportioned among the teachers in the department. In the departments without directors, the teachers are individually responsible for making the assignment, two or more teachers of the same courses working together at the task.

In the preparation of assignments, the practice conforms, more or less, to the following directions and suggestions as prepared by committees of the teachers and the administration:

1. Determine definitely the aim and content of the year's course. In the case of courses that have been standardized by professional organizations of teachers or by the College Entrance Board, the content is determined for us. In the case of courses not used for credit toward admission to other institutions, and not standardized, the content should be measured so as not to take more than one quarter of the school time of the student.

2. Divide the content as nearly as may be possible in two equal parts for the semester course.

3. To determine approximately the number of school periods in which the semester work must be done, take 76 periods (4 periods a week for 19 weeks) and make the following deductions:

- (1) 7 periods lost by holidays, shortened days, and special time schedules.

- (2) 19 periods as a margin by which the slower students may periodically (about once a week) come abreast of the more rapid workers; by which candidates for higher institutions, and for honors, may have opportunity to do supplementary work and by which the completion of the work by the majority may be anticipated before the close of the semester.

- (3) Of the 50 periods remaining, count upon 14 for each of the first three assignments and upon 8 for the fourth assignment. In other words put about 28% of the semester's content in each of the first three eighths and about 16% in the fourth eighth.

- (4) Divide the content of each eighth into approximately twenty parts.

- (5) After about every four twentieths, provide for the insertion of supplementary work and tests. These supplementary assignments may be separately paged and connected with the minimum essentials by an asterisk.



4. ESSENTIALS OF A FIVE WEEKS' ASSIGNMENT.

*Introductory Paragraph*

This paragraph, if possible, should prepare for the assignment, show the situation, make a setting for the scene. History, nature, and use of the subject can be touched upon briefly. It should seek to arouse the confidence and interest of the student.

*Textbooks*

State the names of textbooks, with the authors. Include notebooks for science and mathematics, map books for history, and verb-form books for modern languages.

*Reference Books*

State the titles and authors.

*Ground to Be Covered*

State the pages, chapters, lessons, exercises, articles. Include the work of notebooks.

*Topics for Study*

Name the important topics

- e.g. Equations; circles and tangents
- Dependent clauses using the subjunctive mood
- A book review
- The essay
- Resonance
- Circulation of the blood
- Development of the Colonial Assembly
- Territorial Expansion (map-book)

*Standard of Attainment*

Make three or four definite statements of what the pupil should do in oral and written work; e.g. speed and accuracy in typewriting and stenography, requirements for credit in short tests, drills, monthly tests, notebook work. Standardized achievement tests and time tests may be referred to; also the maximum number of errors permitted.

The quality of the minimum requirement is the point here, not the quantity.

*Outline of the Assignment*

The work should be divided into twenty parts.

Each part should be indicated by pages, lessons, etc.

Each part should contain complete directions for study.

- a. Review questions.
- b. Pages to be read or studied and questions on these pages to bring out the essential points.
- c. Questions leading up to comparisons, contrasts, classifications.
- d. Ground to be covered in drills, short tests, monthly tests, notebook work.

Statements that can be found in the textbooks should not be included in the assignment. Indicate at what points in the assignment supplementary work may be advantageously done. The ideal assignment should be so definite in quantity and quality that the pupil at any time can tell whether he is passing or not and why.

*Supplementary Work*

The work should be more in quantity than the brightest pupils can accomplish by the end of the eighth. It should meet the varied interests of the pupils. It should include work to meet the extra needs of college preparatory pupils, and pupils who are planning for normal school.

Some original work may be done under the supervision of the teacher.

A test may be set by the teacher covering the important parts of the eighth, and taken by the pupils in "omitted periods." Credit should be indicated in order to have among the teachers of a department uniformity in grading.

Quality as well as quantity should be determining factors.

In connection with each regular assignment, there are given supplementary assignments through which, in point of both quantity and quality, the student may express his interest and enthusiasm in the work, or his qualifications for certification to college or for receiving the award of honors.

Within an assignment period, the progress of the student is recorded in three places: in the instructor's record book; on the

student's individual graph card; and on the graph card of the group, which card is posted on the wall. The wall graph is to show to the students, the instructor, and to any administrative officer or visitor, the extent to which the group in any particular course, is together in its work. The wall graph is marked by the student only. The individual graph card contains an enumeration of all courses pursued by the student with a scale, divided in twentieths, upon which may be indicated the advance toward accomplishment. The instructor's autographed initials indicate his agreement with the student's judgment in the matter. A parallel scale for recording absences offers an opportunity for one explanation of lack of accomplishment. The student is expected to show his individual graph card whenever asked to do so by teacher, administrative officer, or parent.

In the last analysis, the plan is one of individualized instruction. It makes necessary a very close relation between teacher and student. In some cases it is resolved almost to private tutoring. To reduce the number of such cases to a minimum and to economize the time and energy of the teacher, through supplementary assignments for the more rapid workers, a strong attempt is made to keep the large majority of the group together. Usually there are a few in every group who must work by themselves. When such cases become hopeless in the regular group, they are transferred to a so-called "ungraded group" in which, because of a smaller enrollment the instructor can give more time to the individual.

The seventy-five minute period is used as the instructor deems best. It may be given to a recitation of the old type. It may be given entirely to individual work and individual conferences. It may be given to a group conference, with only a few excluded because of being "behind". It may be, and frequently is, a combination of some work in concert, some individual work and individual conference, and some group conference. In modern languages and in oral English the necessities of the case determine the procedure.

The term "laboratory plan" implies, possibly, an equipment different from that ordinarily found in a school room. In New Britain, as new rooms are opened, tables and chairs are furnished in place of the rigid desk and seat. Supplementary books and various helps are furnished as the teacher may desire. The school library is very freely used.

The marking system is designed first: to emphasize the importance of finishing a task; second, to afford an opportunity for registration of accomplishment beyond the minimum requirement; third, to furnish a set of symbols that will, without translation, be readily understood in other educational institutions, and that may be averaged. For the accomplishment of the assignment a mark of 70 is given. Until the assignment is accomplished no mark is given; there is no mark below 70. For supplementary work of a quantity and quality warranting the guaranty of the college certificate, 80 is given, for supplementary work deserving of honor, 85, 90, 95, or 100.

The laboratory plan is in use in both junior high schools, and the assignments are made under the supervision of the senior high school directors.

In New Britain, the student does not, as under the Dalton Plan, budget his own time. All courses are scheduled for a fixed number of exercises a week, and students must report according to schedule, unless other arrangement is made by the school's pass system. It is possible for a student at any time, with the consent of both teachers concerned, to be in some other than his regular place. This makes possible the borrowing of time from a course in which one is proficient in order to get extra time for another course.

Inasmuch as promotion is by subject, a student in New Britain need not finish the first assignment in *all* courses before he may have the second assignment in any course. Such is the practice under the Dalton Plan. In New Britain the student may go ahead in some courses while lagging behind in others. In any given course, he may not have a new assignment until he has accomplished the previous assignment, and at the close of the semester he may not have the next course in a subject until he has completed the previous course. Formerly a student might be conditionally promoted in a subject and later remove the condition by examination. Under the present plan there are no conditional promotions. Toward the end of the semester, and up to the very end, there are many students bending every effort to complete their assignments. Failures are fewer because uncompleted work is a much more serious hindrance in the new semester.

The plan is one part of the school's attempt to improve its instruction. The attempt was consciously begun about ten years ago in providing a lengthened period and so called "supervised study".

It was difficult to determine upon the proper technique for supervised study. The laboratory plan is definite for the student, for the teacher, and for the supervising officer. Everybody concerned has the opportunity to know what is wanted.

Before the plan was adopted for the whole school, the five-weeks assignment was tried out in two departments, and a long notice was given that copy for multigraphing should be ready by a certain date. The process of cutting stencils and multigraphing is no small part of the system; and requires some extra appropriations.

Do you ask, "Is the plan successful?" The answer is, "Relatively, very successful." During the present administration of twelve years and a half the New Britain High School has never done better work than it is doing to-day.

Do you ask, "Is it creating new and difficult problems?" The answer is "No, it is not creating new problems but rather revealing old problems, problems that have been hidden by the fictions of the former technique." The "unprepared" students are not new. In New Britain they are being found, as not before in a decade, and their number is being reduced.

*Curriculum Making in the Field of Citizenship* was presented without notes by Dr. Earle U. Rugg, Head of the Department of Education of State Teachers College, Greeley, Colorado.

## CURRICULUM MAKING IN THE FIELD OF CITIZENSHIP

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### *The Subjective versus the Objective Method of Curriculum Making.*

When one attempts to make a curriculum for training citizens, one may take one of two courses. One may select the materials by an *a priori*, haphazard, "guessing" method. One may subjectively select the content, using one's own opinion of what should be taught. Or, one may pursue a relatively impersonal, objective method. One may seek scientifically to discover what specific information, habits, attitudes, social valuations, and ideals should be provided. By means of this latter method, detailed and careful inventories can be made of the specific things or activities about which one needs information and skill, the problems with which one will be called upon to deal as a citizen in a democracy and the qualities that best promote one's

participating efficiently in the socially desirable aspects of citizenship. The "guessing" method, although by far the most common method of making courses for the training of citizens, almost inevitably results in the selection and teaching of much material that is either unrelated or rather remotely related to the needs of young citizens. Tradition has largely determined the selection of material.<sup>1</sup> Some facts about the entire field of each school subject have been included. A marked characteristic of present social science textbooks—the dominant curriculum agency for training citizens—is that they are *comprehensive*. Textbooks in the social sciences therefore tend to be encyclopedias; they each mention many, many persons, dates, countries, cities, topics and problems.

It is obvious that under such an organization that social science textbooks cannot discuss any one fact in great detail. While the mastery of the facts included in the course is a learning rather than a curriculum problem, it is nevertheless crucial to the revision of the course of study because the use of the socially desirable materials needed in life is hampered when we attempt to teach too many facts, and when we do not give sufficient emphasis to the automatization of socially valuable facts.

In times past, the inclusion of much content in the curriculum was justified partly because of a belief in formal discipline. It was asserted that the study of many facts was expedient because of the training given the various "faculties" of the mind. It was also assumed that because one *might* meet a given fact in some life situation it should be taught.

Research of curriculum makers in recent years has been directed to the study of the most frequent, the most general, and the most crucial content. These students of the course of study, after careful analyses of the comprehensive curricula prescribed in schools and after analyses of the results of educational achievement tests which show objectively how small is the permanent mastery of the information, skills, and appreciations now taught, have carried on scores of semi-scientific investigations to discover what facts, topics, and problems are of greatest use.

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<sup>1</sup>See Rugg, Earle: "How the Current Courses in History, Geography, and Civics Came to be What They Are," Chapter IV, *Twenty-second Year-book*, part II, National Society for the Study of Education, Public School Publishing Company, Bloomington, Illinois, 1923.

I can only summarize in the time allotted me the results of a few of these investigations—nearly fifty—in the field of citizenship and point out what are next steps for those interested to reorganize the curriculum in that field.<sup>1</sup>

*Studies that Suggest Possible Methods of Determining the Problems of Contemporary Life*

Four studies are cited to illustrate how investigators have attempted to determine the problems of citizenship. Cocking<sup>2</sup> attempted to secure a cross-section of the public opinion of the state of Iowa concerning what laymen think should be taught in citizenship. The following five most frequently mentioned topics of a total of 247 mentioned, in the judgment of laymen, illustrate his findings: (1) individual duties, responsibilities, and privileges as a citizen; (2) duty to vote; (3) respect and obedience for law; (4) responsibility of the individual to the community; (5) coöperation in community affairs.

Bassett<sup>3</sup> used political platforms as his impersonal source for problems on the theory that there should be civic instruction in a democracy to prepare pupils for the intelligent exercise of the franchise. Illustrations of his "problems" are: (1) finance; (2) moral reform; (3) foreign relations; (4) public office; (5) corporations; and (6) labor.

Davis and Sharon analyzed periodicals for statements of problems. The former<sup>4</sup> analyzed 21 periodicals covering six months' issues, October, 1920, to April, 1921, and *The Reader's Guide* for October, 1920. Topics ranking highest in both studies include: (1) World state; (2) immigration; (3) bolshevism; (4) living

<sup>1</sup>Discussion of these investigations may be found in Rugg, Earle: *Studies in Curriculum Construction in the Social Sciences and Citizenship*, Unpublished Ph. D. Dissertation, on file in the Library, Teachers College, Columbia University, New York, 1923, and also in the writer's chapter (VII) of the *Third Yearbook* of the Department of Superintendence of the National Education Association, Washington, D. C., 1925.

<sup>2</sup>Cocking, W. D.: *The Attitude of the Public to the Teaching of Citizenship*. Master of Arts Thesis, State University of Iowa, 1923.

<sup>3</sup>Bassett, B. B.: *Civic Instruction of the American Electorate*. Ph. D. Dissertation, State University of Iowa, 1918.

<sup>4</sup>Davis, Maude B.: *Topics to be Included in Instruction in Civics as Indicated by an Analysis of Current Periodicals*. Master of Arts Thesis, University of Chicago, 1922.



costs; (5) recreation; (6) expansion and imperialism; (7) regulation and enforcement of prohibition; and (8) socialism. The latter<sup>1</sup> analyzed two weeks' issues of nine representative newspapers on the assumption that important problems will find a place in our newspapers. The topics ranking highest in both space—in linear inches—and in the number of different articles devoted to them were: (1) taxation; (2) foreign relations (not immigration); (3) suffrage; (4) monopoly and legislation; (5) public service commissions; (6) liquor and prohibition; (7) money and banking; (8) employers and labor; (9) pensions (all kinds); and (10) workmen's compensation.

Our group in a program of reorganization of the reading materials in the social sciences<sup>2</sup> attempted to discover the insistent and persistent contemporary problems<sup>3</sup> by analysis of the published writings of "frontier thinkers"; specialists who have devoted years not only to the detailed intensive study of theoretical aspects of the specialties, but who, in many cases, have had practical experience in the field, were deemed by our group to be best qualified to give the best impersonal judgment concerning the issues of present-day life. Whereas the other methods cited point to the broad underlying aspects of political, social, and industrial life today and reveal major topics within these fields, they do not give the curriculum maker the actual detailed difficulties or problems within any given topic. Hence, the questions at issue concerning major problems were also analyzed by our group. Over three hundred major problems were collected from the careful analyses and detailed tabulation of space allotment to them. In a similar way, more refined analysis in each field yielded many questions pertaining to the major problems of each field. Space does not permit the reproduction of these detailed tables.<sup>4</sup>

<sup>1</sup>Sharon, J. A.: "An Analysis of Problems by the Newspaper-Magazine Method." Summarized briefly by Ernest Horn in "The Application of Research to Making the Course of Study in History," *Twenty-second Year-book*, part II, pages 242-243, National Society for the Study of Education, Public School Publishing Company, Bloomington, Ill., 1923.

<sup>2</sup>See *The Social Science Pamphlets* by Harold Rugg, Earle Rugg, and Emma Schweppe, The Lincoln School of Teachers College, 425 West 123d Street, New York, N. Y.

<sup>3</sup>See Rugg, Harold: "Problems of Contemporary Life as the Basis for Curriculum Making in the Social Studies." *Twenty-second Yearbook*, part II, pp. 260-273, National Society for the Study of Education, Public School Publishing Company, Bloomington, Ill., 1923.

<sup>4</sup>An illustrative analysis is given on pp. 224-225 of the *Third Yearbook* of the Department of Superintendence.



In a democracy each citizen is called upon to form judgments and express opinions, and suggest ways and means of conducting as efficiently as possible the management of community activities. Curriculum makers are obligated to provide opportunities for boys and girls to discuss problems of community life in order to obtain possible solutions of these problems. The studies cited herein suggest relatively objective methods of determining the problems to be included in the citizenship curriculum.

*Studies That Suggest Possible Methods of Determining the Common Essential Facts Pertaining to Citizenship*

Space does not permit mention of the many studies<sup>1</sup> collected by the writer concerning the minimal essential facts.

A. What Facts in History, Geography, and Civics are Needed in Order to Read Periodicals and Books Intelligently?

The most exhaustive study using the criterion of historical and geographic facts used in periodicals is that of Washburne.<sup>2</sup> He assumed that the facts frequently alluded to in periodicals must be taught if children are to read intelligently and have facts upon which to generalize concerning issues of contemporary life.

Washburne sampled literary, popular fiction, and news magazines (five in each class) and five newspapers by choosing "fifteen issues of each of these periodicals, three every third year, in such a way that one or another periodical covered almost every month of every year from 1905 to May, 1922." The frequency of rank was determined on the bases of: (1) The number of periodical years; (2) the range of years; (3) the number of articles containing allusions to the item in question; and (4) the gross number of allusions.

He asserts that his detailed tabulations give one the relative probability with which one will meet references to historical and geographic facts in the chief agency of reading for the laymen—periodicals.

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<sup>1</sup>See *Third Yearbook*, Department of Superintendence, pp. 233-266.

<sup>2</sup>Washburne, Carleton W.: "Basic Facts Needed in History and Geography; a Statistical Investigation." *The Twenty-Second Yearbook*, part II, pp. 216-223, National Society for the Study of Education, Public School Publishing Company, Bloomington, Ill., 1923.

Several studies<sup>1</sup> dealing with the history and geography made use of by authors of books embody another aspect of this *service* criterion of the social sciences; that is, the hypothesis that the curriculum maker must investigate how the facts of citizenship are *used* in life's activities. And the further assumption of this *service* criterion is that the reading activities of citizens are crucial to the proper performance of their duties as citizens in a democracy.

Horn<sup>2</sup> and Swisher<sup>3</sup> took books dealing with modern problems and tabulated the frequency of reference to the persons, dates, periods in history, topics, movements, events, conditions, and problems. Their studies embody the theory, "that if a representative list of the more crucial modern problems could be secured, and if among the books dealing with such problems, those to be selected which give the clearest statement of that problem, it might be expected that these books would contain at least the sort of history, or amount of historical reference which in the judgment of the authors is essential to a proper understanding of the modern problems that are discussed."

Peters<sup>4</sup> attempted to find out what information is necessary for the following item of culture: *At least superficial acquaintance with a wide variety of matters, so as not to be entirely ignorant of practically anything met with in reading or heard about, but also to "place" them at least roughly in their setting.* This ability to "place" references and to get satisfactions from it is not only an important element of culture but is also crucial to the proper performance of citizenship activities. Analyses of 26 "best sellers," 25 short stories, 2000 pictures in newspapers and legends of ten motion pictures were made to obtain the allusions to history, geography, and literature. Dr.

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<sup>1</sup>Notably those by Horn, Swisher, Peters, and Rugg and Hockett cited in this article.

<sup>2</sup>Horn, Ernest: "Possible Defects in the Present Content of American History as Taught in the Schools," *The Sixteenth Yearbook*, part I, pp. 156-172. National Society for the Study of Education, Public School Publishing Company, Bloomington, Ill., 1917.

<sup>3</sup>Swisher, J. A.: "The Historical Information Essential for the Intelligent Understanding of Civic Problems," *Seventeenth Yearbook*, part I, pp. 81-89, National Society for the Study of Education, Public School Publishing Company, Bloomington, Ill., 1918.

<sup>4</sup>Peters, C. C.: *Foundations of Educational Sociology*, pp. 419-424. The Macmillan Company, New York, 1924.

Peters' study is another method of substantiating the basic minimal essential facts that one encounters in another source of reading—the most widely contemporary literature.

One further illustration<sup>1</sup> of facts alluded to in periodicals is given to illustrate types of economic data that one encounters in reading magazines. The presumption is that there is a need for instruction in economics in order to equip citizens to understand and participate intelligently in the economic aspects of community activities and problems. His study shows the need of instruction in many phases of present day economic life. Those with highest frequency rank include: (1) transportation; (2) taxation; (3) labor conditions; (4) trusts; (5) prices; and (6) banks and banking.

The study of Rugg and Hockett discussed in the next section, also makes use of the books and periodicals to discover common essential facts needed in the reading activities of citizens. This study assumed that references one meets in reading place-location facts indicates in part at least the locative facts to be automatized in school.

#### B. A Study of Common Essential Facts, Based Upon a Wide Range of Criteria.

Rugg and Hockett<sup>2</sup> studied the relative importance of map (geographic) locations of all kinds. There are literally hundreds of such facts. The problem was to discover those most needed in life so that sufficient drill could be given to them. The following standards or criteria were used for tabulating important map location facts: (1) population; (2) foreign trade; (3) bank clearings; (4) area; (5) frequency of use by "frontier thinkers" in critical magazines; (6) frequency of use by "frontier thinkers" in critical books; (7) number of articles in all important magazines; (8) Washburne's rank order list.

On the wide range of criteria tabulations were made resulting in such items as (1) a list of 30 cities in the United States; (2) a list of 50 important foreign cities; (3) a list of 30 important coun-

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<sup>1</sup>Bowman, E. C.: *A Study of the Objectives in the Teaching of High School Economics*. Master of Arts Thesis, University of Chicago, 1922.

<sup>2</sup>Rugg, Harold and Hockett, John: *Objective Studies in Map Location*. Social Science Monographs, No. 1, The Lincoln School of Teachers College, New York, 1924.

tries; (4) a list of 20 rivers; (5) a list of ten important mountain ranges; and (6) a list of 25 important bodies of water.

These studies dealing with the facts commonly used in a citizen's reading activities constitute, in part at least, impersonal evidence upon which to decide, of countless facts possible of inclusion in the reading materials of the citizenship curriculum, which facts are probably of crucial importance. Investigations<sup>1</sup> reveal the encyclopedic character of the present social science curriculum. We undoubtedly attempt to teach too many facts. The curriculum maker now has impersonal evidence by which to determine the facts that ought to constitute the *common* essentials. It is his obligation as well as his opportunity to reorganize the reading materials in terms of the evidence collected concerning which facts are needed most in life by citizens. Not *all* facts but those facts which contribute to the proper understanding and intelligent participation of the people in their civic relationships should be taught boy and girl citizens.

There is a criticism that the use of periodicals as a source for the common essential facts reflects only the present rather low level of current reading of the laymen. It is asserted that the most widely read periodicals contain few allusions because ability of the laymen to comprehend political, social, and industrial issues is decidedly limited.

The curriculum consists in the information, habits, attitudes, appreciations, and social valuations essential to move people from impersonally determined deficiencies up to impersonally determined standards, in so far as the abilities, capacities, and interests of pupils permit. It is true that for most citizens today the reading level is low. In my judgment the analyses which show the relatively few allusions in widely-read periodicals are impersonal evidence concerning the *deficiencies* of the reading activities of citizens. On the other hand, the analyses cited herein of facts, topics, and problems much referred to in critical periodicals and books constitute impersonal evidence concerning the *standards* that we should strive to attain in the reading activities of citizens. To say that because present *widely-read* periodicals contribute little to informing citizens of the common essential facts concerning the deep, insistent issues and problems of contemporary society is, in my opinion, a form of edu-

<sup>1</sup>See Rugg, Earle: *Third Yearbook*, Department of Superintendence, op. cit., pp. 256-261.

cational determinism. Even these critics would agree that objective methods of research are needed to determine the common essential facts. Where else but in the judgment of critical students, "frontier thinkers," specialists in the study of society, can we discover these facts? The facts that students of society have to use in their own studies and generalizations are very likely an important part of the facts that citizens in a democracy should be taught. They are in part at least the needed standards of reading. If boy and girl citizens cannot be taught to comprehend the facts of political, social, and industrial life with which they are inseparably connected under modern living conditions, and if they cannot be given skill in understanding, interpreting, and generalizing upon such facts, then it seems to me that we will have to abandon the philosophy of democratic government. I personally believe that almost all pupils are capable of comprehending and interpreting the information necessary to participating in citizenship, provided the reading materials are properly organized from the point of view of social and learning needs of the pupil.

*Studies That Are Suggestive for Analyses of the Activities of People  
or Current Modes of Living*

Goss<sup>1</sup> studied the types of transactions in life outside the school. Using the technic of Wilson<sup>2</sup> in arithmetic, Goss had pupils in several classes of certain schools in Indiana bring to school a record of civic transactions that any members of their family had had during the day. The total number of such transactions was 1784; most of them dealing with local government. The following are illustrations of these civic contacts, many of which in all likelihood presuppose needed civic instruction: (1) transactions with township trustee; (2) notary work; (3) health; (4) deed recorded; (5) charity; (6) police protection; (7) improvement of property; (8) matters with courts; (9) taxes.

Harap<sup>3</sup> attempted to study the economic deficiencies and standards of citizens' home activities. In tables too numerous to mention,

<sup>1</sup>Goss, R. R.: *What Civic Knowledge is Needed by an Indiana Layman*. Master of Arts Thesis, University of Indiana, 1921.

<sup>2</sup>Wilson, G. M.: *The Social and Business Uses of Arithmetic*, Contributions to Education, No. 100, Teachers College, Columbia University, 1919.

<sup>3</sup>Harap, Henry: *Education of the Consumer*. The Macmillan Company, New York, 1924.

he gives a wealth of evidence that reveals a serious discrepancy between the knowledge and habits that citizens possess concerning home activities and the knowledge and habits that they should possess about these matters. If proper maintenance and management of the home is crucial to being a good citizen then the school should undertake to teach boys and girls the knowledge, habits, and appreciations that comprise the proper home activities of citizens.

Mahan<sup>1</sup> attempted by use of the interviewing technic to determine what citizens do and ought to do in their general community relationships, what difficulties were encountered, and what qualities contributed to good citizenship. He interviewed 80 citizens in the city of Greeley, Colorado, selecting at random fifteen members of each of the following civic clubs: (1) Rotary; (2) Kiwanis; (3) Lions; (4) Greeley Woman's Club; also he asked these citizens to name the best citizens they knew. The twenty persons mentioned the most number of times as good citizens were also interviewed.

The following are illustrations of the things that citizens do or should do, and the situations in which the activities are promoted: (1) civic service—(a) an attitude of social responsibility, (b) find time to participate in civic affairs, (c) understand public questions, (d) attend public gatherings, (e) take part in community activities, (f) appreciate community in which you live; (2) be honest—(a) pay bills promptly, (b) conduct one's business honestly and efficiently; (3) vote—(a) study political questions, (b) try to place the best man in office, (c) have a well defined opinion on candidates and issues; (4) obey laws—(a) even when believed to be unjust, (b) even when not observed by others.

The following are illustrations of the difficulties that confront citizens: (1) lack of civic interest; (2) lack of reliable information; (3) lack of proper education; (4) burdens of petty law.<sup>2</sup>

Many more studies of the activities of citizens should be made. The three cited in this section are but the beginning of investigations of the things citizens do and should do. Teaching pupils to engage efficiently in the activities of citizenship has been sadly neglected. For over one hundred years there has been a "faith" that if children read and supposedly mastered the facts of history and civics they

<sup>1</sup>Mahan, T. J.: *Duties, Difficulties and Qualities of Citizenship*. Master of Arts Thesis, Colorado State Teachers College, Greeley, 1925.

<sup>2</sup>Mahan's discussion of qualities will be presented in the next section.

would be trained to take their proper places as citizens in a democracy.<sup>1</sup> Fortunately curriculum makers today recognize that citizenship is much more than the narrow concept of the contribution of reading materials in history, geography, and civics.

*Studies That Are Suggestive for Analyses of the Qualities of  
Citizenship*

Breeze<sup>2</sup> attempted to determine the qualities essential to being a good citizen by asking 400 of the leading men and women whose names appeared in *Who's Who in America*, representing fifteen occupations in which the majority of the American people are engaged, to list five or more important citizenship traits. The following illustrate the traits ranked highest in frequency of mention: (1) honesty; (2) interest in civic affairs; (3) industry; (4) religious traits; and (5) loyalty.

Mahan,<sup>3</sup> as noted earlier, attempted to discover the qualities of citizenship by means of interviews with representative citizens. The following are some of the civic qualities listed in his study: (1) honesty; (2) unselfishness; (3) broadmindedness; (4) tolerance; (5) law-abiding; (6) industry; (7) responsibility; (8) willingness to serve; (9) thrift and (10) loyalty.

Hook<sup>4</sup> asked pupils and faculty advisers in Denver high schools to: (1) name four things a pupil has to do to be considered an all-round leader of high-school affairs, and (2) list the difficulties a leader encounters in doing such things. The following groups:<sup>5</sup> (1) faculty advisers (15); (2) senior high-school leaders (92); (3) junior high-school leaders (20); (4) senior high-school non-leaders (20) listed the following nine qualities as contributing to leadership: (1) initiative; (2) industry; (3) generosity; (4) sociability; (5) cooperation; (6) honesty; (7) responsibility; (8) judg-

<sup>1</sup>An examination of books and courses of study that purport to train for citizenship shows the facts that such curriculum makers deem the facts of government and history to be almost *the sole vehicle* for citizenship training.

<sup>2</sup>Breeze, R. E.: "What Constitutes Good Citizenship?" *The School Review*, vol. 32, pp. 534-536.

<sup>3</sup>Mahan, T. J., *op. cit.*

<sup>4</sup>Hook, George: *Social Leadership in the High School*, Master of Arts Thesis, Colorado State Teachers College, 1925.

<sup>5</sup>The figure in parenthesis after each group indicates the number in that group interviewed.



ment; and (9) self-control. I wish it were possible to give many problematic situations and difficulties listed by these groups but I can only list the following concerning the first trait<sup>1</sup>—initiative: (1) making notes of preparation; (2) running a party; (3) preparing plans before the time of the meeting; (4) adapting ideas in the meeting; (5) starting a discussion; (6) getting new ideas from other people.

The qualities that promote citizenship should be investigated in even more detail. Is it not a worthy hypothesis that personal and social traits are improvable? It is possible to discover which traits contribute most and least to citizenship training. It is also possible to develop rating schemes<sup>2</sup> by which the proper citizenship qualities, traits, and attitudes are wisely promoted.

*Conclusions to Be Drawn from the Objective Method of Curriculum Making in the Field of Citizenship*

This paper has only barely mentioned a few of the many objective investigations now available for completely reorganizing the citizenship curriculum. While the data gathered in the objective studies alluded to are even yet exceedingly tentative they are nevertheless suggestive to curriculum makers. The data also probably constitute relatively scientific bases for the selection of needed activities, qualities, skills, information, and problems to be included in the citizenship curriculum.

The following generalizations should be noted:

1. Those facts, topics, skills, qualities, and problems that are seemingly required frequently or generally, or are crucial to life needs, are only a small fraction of the sum total of possible facts, topics, skills, qualities, and problems. When it is known that we attempt to teach too much and when it is known from test results<sup>3</sup>

<sup>1</sup>The present writer plans to publish subsequently a monograph on citizenship training in which he will discuss in detail the application to curriculum making in the field of citizenship of the results of studies such as Mahan's and Hook's and others now being undertaken in the Department of Education of Colorado State Teachers College.

<sup>2</sup>Upton, S. M., and Chassell, C. F.: "A Scale for Measuring the Importance of Good Habits of Citizenship." *Teachers College Record*, vol. 20, pp. 36-65.

<sup>3</sup>See Rugg, Earle: "Character and Value of Standardized Tests in History," *The School Review*, vol. 27, pp. 757-771.



that only a small part of even the facts of citizenship are permanently mastered at present is it not possible to expect this much smaller list of facts, topics, skills, and problems, scientifically determined, can be permanently learned?

2. There is considerable evidence that much of the material shown to be valuable because it is used in life should be taught because investigations using various criteria show that this material is actually needed in life. The rather marked similarity of the evidence of independent investigations made upon differing criteria, gives one relatively impersonal evidence to state what specific content should be included in the citizenship curriculum.

3. One should not accept evidence such as cited here as final. Much more research is needed. Many of the investigations should be verified by repeating the technic of the authors of the studies reviewed.

4. A greater particularization of the activities of citizenship is demanded. Bobbitt is insistent that we need to discover in great detail the duties, difficulties, attitudes, characteristics, social valuations, and criteria of judgment of citizens.

#### *A Widened Conception of Citizenship Training*

In another place<sup>1</sup> the present writer attempted to trace how the conception of citizenship expanded from a study—chiefly rote memory—of the history and constitution of the United States to one that seeks not only to provide a wide variety of detailed reading materials pertaining to political, social, and industrial modes of living and in accordance with the actual social and learning needs of pupils, but also to afford pupils opportunities for the exercise of initiative, judgment, and pupil participation in school activities, suitable to the age and maturity of students.

One of the most significant developments of the past two decades is to be found in the so-called extra-curriculum activities of the school. The writer in noting the programs of this Association since its inception has found many discussions of these activities. At this same meeting (the Department of Superintendence) the National Society for the Study of Education is to discuss its survey of the movement.<sup>2</sup>

<sup>1</sup>Rugg, Earle: "How the Current Courses in History, Geography, and Citizenship Came to be What They Are," op. cit., Chapter IV.

<sup>2</sup>See *Twenty-fifth Yearbook*, part II, of the National society for the study of Education:

After ten years of study and research in the field of citizenship as a graduate student, first in political science and later in education, the writer is convinced that the extra-curriculum activities,<sup>1</sup> embodied in the general social organization of the school, should be recognized as the chief agency in the habit-forming, attitude-forming, and ideal-forming aspects of citizenship training. My work on *The Social Science Pamphlets* convinces me that reading materials are but part of this paramount task of citizenship training. I would not decry the values of properly organized reading materials and what they can do to develop informed, thinking citizens. I would not say that properly organized textbooks dealing with citizenship should not be recognized as a legitimate part of the citizenship curriculum. What I am asking is that curriculum makers see the problem of citizenship training as much broader than mere study and mastery of *reading* materials. Let us investigate what the citizens do and need to do in great detail, and then consider how *all* the activities found to be frequently or generally needed by citizens can be best promoted. I myself am committed to studies of the general student activities of the school in order to discover to what extent proper citizenship training is promoted by participation in these student activities.<sup>1</sup> No one doubts that these activities possess value. But doubt arises concerning their value when one notes the tendency of students to overvalue participation in such activities with a consequent lessening in attention to other values of life. A movement, largely spontaneous in its origin, demands careful investigation and its proper orientation in the general values of formal school training.

*A Plea for the National Association of Secondary-School Principals to Attack Co-operatively the Problem of Curriculum Making in the Field of Citizenship.*

One of the most significant developments in the curriculum field, now receiving nation wide attention, is the tendency for public schools all over the country to attempt a revision of their course of study. Curriculum revision has passed the stage where it engages the attention and interest of the specialist alone. Now administrators, supervisors, and teachers are working together to revise their own

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<sup>1</sup>I would much prefer to see such activities called student activities. They are not outside the curriculum in the commonly accepted connotation of the word; they are, in reality, a *crucial phase of the curriculum*.

curriculum in the light of recent research and present-day needs of their community and their pupils. The activities of the Department of Superintendence in this respect are familiar to all of you.<sup>1</sup> But you are also familiar with the fact that their activity is largely concerned with the *elementary* school. Investigations and experiments looking to reorganizing the high-school curriculum particularly as it affects grades 10-12 in the senior high school are few and far between. In closing let me make a plea for this Association, a body that has already made important contributions to the improvement of secondary education, to adapt the procedure of the Department of Superintendence to the problem of curriculum revision on the secondary level of education. I have attempted to indicate procedures of curriculum making in the field of citizenship. The great need as well as the real opportunity is to apply the results of impersonal research to the reorganization of the citizenship curriculum to accord more adequately with the social and learning needs of boy and girl citizens in secondary schools. And in the opportunities inhering in a new citizenship curriculum based upon objective, impersonal investigations of social and learning needs of boy and girl citizens lie, in part at least, the hope of an improved American citizenship in the future.

Mr. Richard D. Allen, of the Department of Education, Providence, Rhode Island demonstrated the charts of his paper, entitled, *The Providence Personnel Charts, Grades 10-12*.

#### THE PROVIDENCE PERSONNEL CHARTS, GRADES 10-12

RICHARD D. ALLEN,

DEPARTMENT OF EDUCATION, PROVIDENCE, RHODE ISLAND

The last decade has seen remarkable developments in instruments for the measurement of individual abilities and achievements and in statistical methods for the summarizing and display of results. Practical administrators, however, are often at a loss to know what to do with the results. However interesting the facts may be, they are useless unless they lead to a program of action. I recently visited a beautiful new junior high school. The building equipment and staff were admirable. At considerable expense, a staff of educational and psychological examiners from a great university had tested the educa-

<sup>1</sup>See the Second, Third, and Fourth Yearbooks of this Department of the National Education Association.

tional achievements and intelligence of each pupil. The records were detailed, complete, and comprehensive—but they had never been *used*. They had not been translated into a program of action. Educators must agree upon the implications of the facts and then act in accordance with sound theory and practice. The Providence Class Personnel Charts were designed to show the educational implications of the chronological age, mental age, and intelligence quotient of pupils in connection with educational adjustments in the various grades.

In the time which is permitted me, I can deal only with the high-school chart, although for a thorough understanding one should really be familiar with the three preceding charts for primary, intermediate, and junior high-school grades. To give you only the last act of the drama of guidance is very difficult when the preceding acts involve many controversial questions of long standing. I can only say this: The charts represent our practice in Providence at present and for the past seven years in matters of adjustment, grading, classification, and guidance. The charts show all the principal facts in each case, both in their relationships and with their implications.

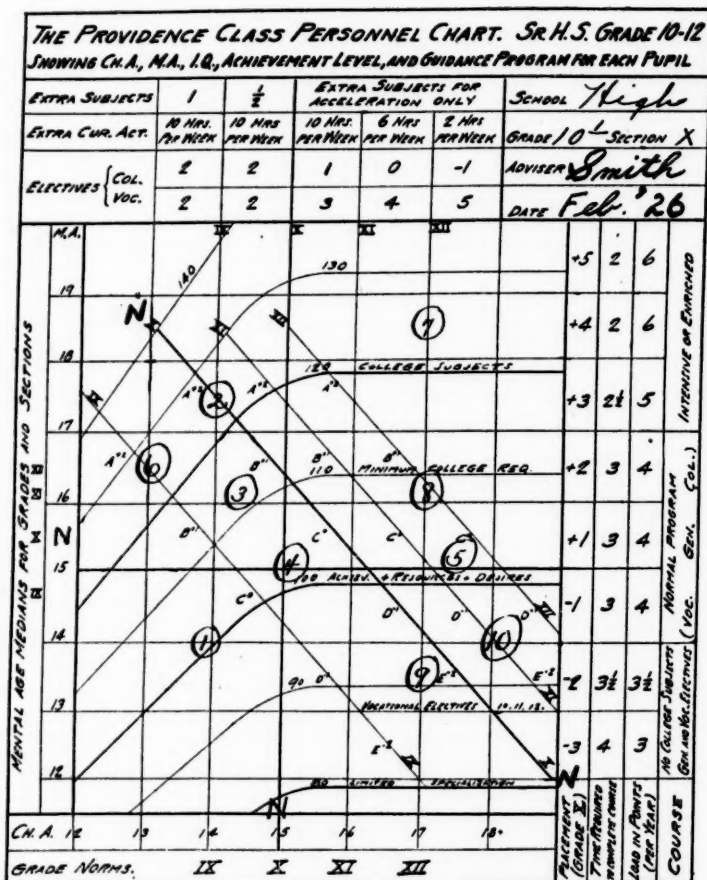
In the first six grades promotions are so arranged that pupils who learn more rapidly than the average may gain from one to four semesters, *only, however, on condition that at every stage of their progress their mental ages shall exceed the normal age of their grade by two or more years*. Thus the child who is most accelerated will enter the ninth grade at twelve, instead of fourteen, with a mental age of sixteen (two years beyond the average of his grade) and an IQ above 130. This indicates that he learns much more rapidly than the average of his class. This is the limit of acceleration. Moreover, retardation is investigated and prevented wherever possible. Pupils who are more than two years overage for their grade chronologically are candidates for special treatment; they are given a differentiated prevocational course, or are sent to a vocational school of junior high-school rank but where the pupils are of senior high-school age, or they are placed in an ungraded room to overcome their educational handicaps and make up lost time. The supervision of this process is made simple and uniform by the personnel charts suited to these grades. *If problems of adjustment have been neglected for eight years through lack of proper guidance, many pupils become serious "educational cripples" before they enter high school, and adjustment is almost impossible.*

I must now plunge into the midst of the explanation of the high-school personnel chart. You have each received a copy. In the upper right hand corner insert *10th* after "Grade". Now find the Roman numeral X at the bottom of the chart and underline it. Over the X is the Arabic numeral "15" indicating the normal chronological age of the grade at the beginning of the term. Place a letter "N" over the "15." The vertical lines indicate chronological ages. The mental ages are indicated in the second column and refer to the horizontal lines. The average mental age for each grade is indicated in Roman numerals. Place an "N" in the second column opposite the "X". The curving diagonals represent IQ's or various rates of mental growth. The straight diagonals are Achievement Levels. Find the Achievement Level marked "X-X" and put an "N" beside each X at either end of the line.

Now let us chart part of an actual class:

If you were all equipped with red ink and blue ink we would chart the girls in red and the boys in blue. Without such equipment we shall not try to distinguish between the sexes. Assume that you each have a pack of individual office record cards representing a section of the 10th grade in your school and containing all of the available information about each pupil. These are numbered. The first boy has a chronological age of fourteen. Follow along the chronological ages at the bottom of the chart until you reach that point. His mental age is also fourteen. Follow up the vertical line until you come to the horizontal representing the mental age of fourteen. At this point place a numeral I which represents the serial number upon the pupil's personnel card. The pupil's IQ you will notice is 100 which is read on the IQ diagonal. At a glance it can be seen that he is one year underage for his grade chronologically, and a year and a half below the median mental age of his grade.

Now let us chart some more pupils. Pupil No. 2 is also fourteen years of age chronologically, but mentally he is seventeen and one-half. Place a No. 2 at this point. His IQ is therefore about 125. Pupil No. 3 is fourteen and one-half years of age chronologically and sixteen years of age mentally, consequently his IQ is about 112. Pupil No. 4 is fifteen years of age chronologically and fifteen years of age mentally. His IQ is about 103, assuming that average adult intelligence is reached at a mental age of between fourteen and one-half to sixteen years. We have tried to strike a mean which is fair



## PURPOSE

The Class Personnel Charts attempt to translate the measurements of pupils into programs of individual adjustment and guidance. They also constitute a measurement of both grading and classification.

### EXPLANATION

The numbered horizontal lines indicate mental ages, the numbered vertical lines represent chronological ages, and the numbered oblique lines, curving into horizontal lines, locate the intelligence quotients or various rates of mental development. The educational implications of the M. A.

and Ch. A. of each pupil are indicated in code at the top and at the right of the chart. They apply to Grade X only. (See Manual). The implications of the I. Q. are lettered on the I. Q. lines in Code.

The straight oblique lines, marked with Roman numerals and letters, indicate the achievement levels for the various grades. These show what each pupil should be able to achieve, since they represent the median achievement of pupils of the same mental age. (See Manual.)

### RECORDING

If the M. A. and Ch. A. of a pupil are known, locate the point representing his Ch. A. at the bottom of the chart and move vertically upward until the point horizontally opposite his proper M. A. is reached. Indicate the point by a spot or by a serial number. The pupil's I. Q. can be estimated with reasonable accuracy by the perpendicular distance between the I. Q. lines. No table, slide rule, or figuring is necessary.

If only the I. Q. and Ch. A. are known, proceed as above except that the I. Q. of the pupil rather than his M. A. will determine the exact point of vertical location. His M. A. can then be estimated between the proper horizontals.

When all of the pupils of a class or section have been charted, the pupil at the median M. A. can be found by counting. A horizontal line in red ink can be used to indicate the median. In the same way the median Ch. A. can be shown by a red vertical line and the median I. Q. by a red line parallel to the I. Q. lines.

The actual scholarship average of each pupil may be shown by using the proper letter as an exponent of the pupil's serial number. Subject or educational ages may be indicated by showing excesses or deficits compared with the grade median as + or - exponents of the serial number: thus,  $24+3$ , or pupil No. 24 has a subject or educational age three years beyond the norm or median of his grade. By comparing this exponent with the letters and exponents of the Line of Achievement Level of the grade, the pupil's achievement can be compared with the median achievement of a very large number of pupils of the same M. A. in his grade. A deviation of more than one step from this median merits investigation to determine the cause.

If pupils have been accelerated or retarded in proportion to their ability they will be located near the Achievement Level diagonal of their grade and vice versa. Pupils seriously out of line should receive immediate attention. A mere glance at a series of classes thus charted will determine accurately the "health" of the school system in so far as grading and classification are concerned. These factors are fundamental to educational efficiency.

The Personnel Charts show relationships graphically, indicate proper educational adjustments, call attention to individuals who are seriously out of adjustment, constitute a measure of grading and classification, establish a reasonable achievement goal for each pupil, show the composition of a class at a glance, and indicate the normal distribution of teachers' marks or achievement ages in any section according to the standard of the entire grade.

*For key to "Guidance Program" see manual*



to the child. Pupil No. 5 has a chronological age of seventeen and one-half, a mental age of fifteen, and an IQ of 104. Notice that pupils No. 1, No. 4, and No. 5 have about the same IQ's but vary a year in their mental ages and three and one-half years in their chronological ages. Should they all be in the same section, taking the same course and carrying the same load?

Pupil No. 6 has a chronological age of thirteen and a mental age of sixteen and one-half. We now have three pupils, pupils No. 6, No. 2, and No. 7 who have the same IQ, but vary in chronological age four years and in mental age two years. Pupil No. 6 has been accelerated two years in school and yet exceeds the median mental age of his grade by a year. In fact his mental age is equal to the median of the senior class in high school. Pupil No. 2 has gained one year and has mental age a year higher than the median of the senior class, while pupil No. 7 has lost two years and is entering the second year in high school with a median mental age two years beyond the median in the senior class. Now, I ask you in all fairness, are we to have all of these pupils follow the same course in lockstep? Are we to measure them all by the same standards, are we to have the same educational future in view for them, are they to take the same length of time to complete the course, are pupils No. 1, No. 4, and No. 5 to measure their success each day by the results obtained by pupils No. 6, No. 2, and No. 7?

The IQ does not tell the whole story; the chronological age does not tell the whole story; and the mental age does not tell the whole story. We need to know all of these factors in their proper relationships and with other implications made evident. For instance, let us chart pupil No. 8. He is seventeen years of age chronologically and sixteen and one-half years mentally. He has nearly the same mental age as pupil No. 6, but two years from now pupil No. 6 will have a mental age two years higher than his because he is younger and has not yet reached mental maturity. Are these pupils to follow the same program? Moreover, pupil No. 8 will graduate from high school when he is twenty years old, while pupil No. 6 will graduate from high school when he is sixteen. The world will not treat them alike when they look for positions; they will not be permitted to vote at the same time; they will not be permitted to marry at the same time. Pupil No. 8 must, within a year or two, be prepared to support himself and perhaps support others, while pupil



No. 6, on the other hand, can safely postpone specialization for at least two or three years. Pupil No. 6 will probably go through college and through professional school. In fact by actual record we can say that pupil No. 6 equals or exceeds in intelligence 95% of the members of a very large unselected group. He has four chances out of five of graduating from high school, after which he has three chances out of four of entering college, and two chances out of three of graduating. Pupil No. 3 equals or exceeds 85% of the members of a very large unselected group. He has six chances out of ten of graduating from high school, four chances out of six of entering college, and two chances out of four of graduating. Pupil No. 4 equals or exceeds only fifty per cent of an unselected group. He actually has two chances in five of graduating from high school, one chance in two of entering college, one chance in seven of graduating.

The IQ lines roughly divide pupils into the following groups:

1. Those above 120, who should take college subjects because they have the ability to achieve success in college if they will exert the effort. These are the people who should be encouraged to reach a professional level. By this I do not mean a professional level in a narrow sense of the older professions. There is, or should be a professional level in practically every broad occupational field.
2. Those between 110 and 120, who should cover at least the minimum college requirements such as mathematics, science, English, and three years of one foreign language. They have a good fighting chance and are well equipped to profit by a higher education.
3. Those between 100 and 110, who comprise the doubtful cases. Whether or not these pupils should take college subjects depends—first, upon their desire to do so; second, upon their ability to do work of college certificate grade, and third, upon the social, educational, and economic resources of the home. Such pupils cannot usually expect to *earn* their way through college, because they learn more slowly than the average college student and cannot afford to devote much time to outside employment. If they do, they will surely fail. If they can devote *more* time to study and can perhaps receive *additional* help in the way of tutoring, they can successfully complete a college course. One out of 35, who tests as they do, actually does accomplish this. A gambler, however, requires better than “a fifty-

fifty chance", and in dealing with human lives we should know the probabilities.

4. Many of those below the 100 IQ line can successfully complete a high-school course, but for most of them college mathematics, college science, college English, and foreign languages, as taught for college entrance, represent a tremendous waste of time. When a high school teaches algebra and geometry to twenty pupils for every one who enters college, it is about time that the community should ask questions concerning the sanity of those responsible for such a state of affairs. Economy in public expenditures, and, far more important, economy in the time and morale of teachers and pupils, demands that we differentiate in the selection of elective subjects in accordance (1) with the principle of probability of application and (2) with the principle of "the continuous development of individual interests and talents when once they have been discovered."

In proportion as a child is underage for his grade chronologically, his educational expectancy is longer than the average. In proportion as he is overage for his grade chronologically his educational expectancy is shorter than the average. A glance at the age-grade tables in any school system will show this tendency. In our sixth grade there are more than 800 pupils who are more than two years overage for their grade chronologically. In our eighth grade there are less than 200. In our twelfth grade there are less than 20. These figures tell the story. Overageness for the grade increases the probability for the need of specialization. In the same way overageness for the grade mentally increases the probability of success in school. Those who learn more rapidly should carry a heavier load for the purpose of *getting more in the same amount of time* or of getting the *average amount* of education in a *shorter time*. In the same way those who learn more slowly should have either (1) a longer time in which to complete the average amount of work, or (2) a lighter load to carry. These implications are shown at the top and at the right of the chart, but in each case the recommendations should be checked against each other. This insures that all factors should be considered.

Let us chart one or two more pupils. Pupil No. 9 has a chronological age of seventeen and a mental age of thirteen and one-half. Pupil No. 10 has a chronological age of eighteen and a mental age of fourteen. These pupils represent approximately 35% of those who

enter our high schools. Are we to deny them a high-school education because they cannot maintain the pace with pupils No. 3, No. 2, and No. 6, or because they cannot assimilate with the same degree of efficiency the subjects taught for college entrance? Why should they? These pupils should have a differentiated course with college subjects omitted and social and vocational subjects stressed. These pupils are often to be found later among our best and most useful citizens.

If time permitted I should like to mention other interesting phases of measurements and of pupil adjustment. What I have told you is not theory, but represents actual practice in the Providence high schools under the direction of twenty-two advisers who spend approximately 40% of their time on group guidance and individual guidance.

Let us see how the recommendations work. Contrast pupil No. 6 and pupil No. 7 who have the same IQ. Following to the top of the card pupil No. 6 should carry one extra subject each term. He should spend ten hours per week or two hours per day in extra-curriculum activities because he needs the social education which results from such contacts. His four elective subjects should be about equally divided between college and exploratory vocational subjects on the theory that there is no particular need for him to hasten his process of gradual specialization. Following across to the right, this pupil should be carrying a normal program in a college section. This would indicate that it would be a question of the judgment of the adviser whether he should carry the normal load of four points per year or the extra course which was indicated above. In the next column ("Time required") three years is indicated. This means that although the pupil may carry an extra subject, he should not do so for the purpose of acceleration, but rather for enrichment. He should do nearly four years work in three, rather than three years work in two and one-half.

Now in contrast, let us see what is recommended for pupil No. 7 who also has an IQ of 125. At the top of the chart the directions indicate that if this pupil should carry extra subjects it should be for purposes of *acceleration*. He should carry from two to six hours per week in extra-curriculum activities rather than ten because he is older for his grade and should be making up the time which he has lost. Note that because he is above the 120 IQ line he should be taking college subjects, but no extra college electives. Rather he

should be taking vocational electives because, on account of his over-ageness, the probability of his going through college is lessened. In other words he faces a vocational choice four years earlier than pupil No. 6. Following to the right pupil No. 7 is four years overage for his grade mentally. Because of this and his overageness chronologically he should attempt to do the three years work in two by carrying six subjects instead of four each term. These would provide an intensive or enriched course. Intensive if he intended to cover the work in two years, enriched if he intended to spend three years in high school, but do four years work. If we contrast pupil No. 7 with pupil No. 2, pupil No. 7 might gain one of the two years which he has lost, while pupil No. 2 might do four years work in three. In the same way, by following out the recommendations for each pupil the main features of his program can be easily indicated. In this way our advisers are following out the policy which they themselves have made from a discussion of the actual performances of pupils in proportion to their various measurements. This program represents an hypothesis which has justified itself in practice.

Now a word, very briefly, about the achievement levels diagonals. Pupil achievement can be measured by (1) Teachers' marks including an allowance for extra-curriculum activities, (2) by educational tests and measurements, (3) by the number of school grades earned in a given amount of time, and (4) by earned promotions in classification based upon intelligence and achievement.

The achievement level diagonal indicates the median achievement in a large unselected group of pupils of each mental age in the grade in terms of (1) teachers' marks (indicated by the letters) of (2) educational ages on the Stanford and various other tests, and of (3) school progress which is indicated by the position of the pupil on the chart in relation to the achievement level diagonal of his grade. The nearer he is to the diagonal of his grade, the better his adjustment and vice versa. If he is above the diagonal he has an achievement quotient below a hundred as measured by his grade progress. If he is below the diagonal, his AQ is above 100; that is, he has been accelerated beyond his ability.

Recently the classification of high-school pupils according to intelligence has become rather popular. The reasons usually given for such classification, however, have never seemed convincing to me. More efficient instruction, more homogeneous grouping, fewer fail-

ures, enrichment for bright pupils, differentiation in the methods and subjects of instruction for slow pupils,—all of these are good reasons, but they are not the best reasons. When we want to study minerals, plants, insects or animals we classify them so that we can understand them better. If we want to understand and study children we must also classify them—but *not alone by the IQ*. We must classify them according to many variable factors of which Ch.A., M.A., and IQ are among the most helpful. But of what use is classification for the purpose of studying and understanding pupils if no person is provided to do the work. Must this important task be carried as an extra duty by an overworked principal or teacher or turned over to an untrained clerk? In a school where English, mathematics, foreign languages, sciences and arts are studied, is no one to study children, except as incidental to other studies? Is the employment of a full time trained adviser too expensive?

Gentlemen, the *failure* to employ such an adviser is a ruinous economy. A good adviser in even an average high school can save many times his salary each year. One of our advisers in the Commercial High School showed that in a single class out of four we were spending \$10,000 a year to teach a foreign language to pupils who would not use it either for college entrance or for business and whose only reason for the selection of the subject was a dislike for either the teacher or the other subject which constituted the only alternative choice. I can demonstrate that every single one of our twenty-two advisers in the high schools saves his or her salary several times over each year.

The biggest wastes in education to-day are wastes in time spent in traveling wrong roads where guidance at the right time might have substituted right roads.

## SESSION FOR THE JUNIOR HIGH SCHOOL

The Junior High School Section was called to order by Truman G. Reed, Principal of Central Intermediate High School of Wichita, Kansas, at 2:30 P.M., Tuesday, in the Music Room of Central High School.

Professor Thomas H. Briggs of Teachers College, Columbia University, read a paper, entitled, *A Neglected Phase of the Curriculum*.

### A NEGLECTED PHASE OF THE CURRICULUM

THOMAS H. BRIGGS,

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

It will seem odd to those who a century hence read the history of secondary education in the United States that serious attention to the curriculum was so long deferred. They will note, however, that there were four major steps, all more or less overlapping the others, in the development of secondary education. First was the effort to get schools, an effort that was so successful that high schools are now accessible to almost all the youth of our nation. Second was the effort to retain pupils; and again we were successful beyond the dreams of even the most optimistic. Third was the effort to reduce failures, an effort in which the development of objective measurements is notable. Its success though great is not so laudable as the two preceding, for it is due in no small part to (a) certifying that pupils know when they have acquired only a smattering of knowledge, and to (b) a reduction of the amount required in courses of study. And fourth is the serious and systematic effort to improve the curriculum.

The last mentioned effort was deferred so long chiefly, no doubt, because of the difficulties involved. Every one who thinks more than superficially recognizes that a real reorganization of the curriculum involves practically every other problem of education. It demands a generally accepted agreement on a philosophy of education, which we are far from having, and it demands answers, which we also lack, to a large number of fundamental questions. And yet, so great is the need, so general is the recognition of the fact that our

present subject-matter for instruction is unsatisfactory for the pupils whom we have, that everywhere committees of teachers and administrators are at work attempting to improve the curricula in order that our secondary education may justify the large expenditures of time and money that are devoted to it.

Because there are needs both pressing and immediate and also needs for a consideration and agreement on more fundamental matters, curriculum work must be carried on along two major lines. One is that which has been undertaken by practical committees in literally hundreds of schools in order that better, if not ideal, subject-matter may be presented next semester; the other is that which can be done only by research workers of broad vision, wide experience, sound philosophy, and abundant time. Their work will not be completed for the next semester or the next after that. Even their smallest contributions will come slowly, and their work should continue as long as factors of the situation change.

No one can study the curriculum fundamentally without at once realizing the necessity of considering life as a whole and all of the factors modifying it, whether they have been in the past contributed by the school, the home, or other agencies, formal or informal. Thus considered, the Good Life is seen to consist not of knowledge as an end, but of benevolent and beneficent acts. For such acts, except for occasional chance, which is far more than offset by chance in the opposite direction,—for such acts knowledge is necessary, but knowledge is possible—indeed common—without resulting in action that is either benevolent or beneficent. In that case, what is lacking? Perhaps complete knowledge, perhaps an organization and evaluation of knowledge, perhaps “the will to do,” but most certainly the proper emotionalized attitude.

By this term is meant an attitude toward a situation which has resulted from all the combined previous factors of nature and nurture and for any reason whatever taken to itself a considerable degree of feeling. Why this is true it is not necessary now to discuss. We all recognize that for most situations in life, situations which we have met wholly or in part before, we have an attitude ready to direct our response. For a smaller number of situations our attitude is accompanied and colored by strong feeling; it has a concomitancy of emotions that are far more powerful, as a rule, than any intellectual justification which may have once existed but which usually has been



long lost. Consider your own immediate response to an illegitimate child, deformity, personal adornment which in your eyes is unsuccessful, a fallacious syllogism, a religious fanatic.

The fact is that few actions have intellectual causes unaffected by feelings. Moreover, with surprisingly slight exaggeration, it may be said that we really think only to rationalize a position impulsively taken or an action inspired by an emotionalized attitude. It is an obstacle, as Dewey long ago pointed out, that causes thought, but normal thinking seldom follows the pattern that he proposed. Emotionalized attitudes, which he neglects, condition every step of it.

"Our intellect," wrote an unknown psychologist, "is a mere speck afloat on an ocean of feeling." This speck, however, is of tremendous importance, to be appreciated, respected, increased, and wisely used whenever possible. The curriculum has been devoted to it. There is no depreciation of it, not the slightest, in a recognition of the incontrovertible fact that along with the speck of intellect, often dissolving or profoundly modifying it, is an ocean of feeling. This must be a concern, too, of any comprehensive curriculum. We feel more, both quantitatively and qualitatively, than we think.

Emotionalized attitudes often cause action so directly that it may almost be said that the intellect is not involved. Of course it may have been involved in originally determining the attitude; and it is a great economy that action may occur in many situations without necessitating the slowing up processes of intellectualization. The danger comes when action follows the old pattern without being modified because of changed or changing factors. This has frequent illustration in the attitude of adults, especially of parents or teachers, toward youth, who are constantly taking on new strengths, intellectual as well as physical, and so must be met with attitudes different from those that were satisfactory a few years before.

Emotionalized attitudes condition the reception of facts and their interpretation. This is recognized when we say "Let Mr. A. present these facts; X will listen to him better than to B." or "We must catch him in a different mood" so that he will give the presented facts a favorable consideration. What fundamentalist can with equanimity hear and similarly consider the scientific facts that are adduced to support the hypothesis of evolution? What scientist, on the other hand, can or does give a fair hearing or consideration to the case of the fundamentalist?



And finally, to present only the more important steps in the argument, emotionalized attitudes stimulate to action after the intellect has determined what the action should be. Observation seems to show that although there may be original thinkers who in their conception or presentation of new ideas or plans involve or betray scarcely any emotion, effective leadership on even slightly lower levels is suffused by it. Certainly secondary leaders, known today in every field of activity, are not only themselves activated by strong emotionalized attitudes, but they use an evangelical rather than an intellectual method that proves highly effective with those whom they influence. Descending to strata of intelligence which include the vast majority of mankind, we find leaders appealing to emotionalized attitudes far more than to intelligence—sometimes, it would seem, almost to the exclusion of mental processes. Orators who sway great crowds appeal to prejudices, dispositions, and attitudes—all highly emotionalized, with remote and often with unrecognized bases varying in unrespectability—appeal to them, inflame them, and direct them to desired actions.

Emotionalized attitudes are of great importance, then, in determining what man does, both directly and also indirectly through conditioning the reception and the interpretation of facts. Thus they are weighty factors of what we popularly call character, which it is generally agreed is the end of education. Consequently they are a concern, and an important one, of those who consider the curriculum in other than a narrow or a superficial way. We know little about the emotionalized attitudes; they are indeed a neglected phase of the curriculum. But as education becomes conceived more seriously as an essential to preserving society and promoting its interests, one may safely prophesy that neglect must soon change to serious and prolonged attention.

*Ethical Guidance As Interpreted By The Holmes Junior High School* was presented by Mrs. Jessie DuVal Myers of the Oliver Wendell Holmes Junior High School, Philadelphia, Pennsylvania.

## ETHICAL GUIDANCE AS INTERPRETED

BY THE HOLMES JUNIOR HIGH SCHOOL

MRS. JESSIE DUVAL MYERS, OLIVER WENDELL HOLMES JUNIOR  
HIGH SCHOOL, PHILADELPHIA, PENNSYLVANIA

"We do not need more material development; we need more spiritual development. We do not need more intellectual power; we need more character. We do not need more government; we need more culture. We do not need more law; we need more religion. We do not need more of the things that are seen; we need more of the things that are unseen."

—*Calvin Coolidge.*

This forceful pronouncement confirms the interpretation placed upon the word "education" by most forward-looking teachers of today, those who through years of service have heard the paramount importance of subject instruction emphasized and over-emphasized, but who have gropingly felt that beyond the clearly defined limit of mere instruction, lay a field of endeavor to the exploration of which they could even more gladly dedicate their powers, namely, the broad realm of character building.

The Holmes Junior High School early identified itself with that group of educational institutions, which, though earnestly wishing to maintain high standards of scholarship, desired yet more to stress the supreme importance of spiritual values in education. With this ideal in view, it formulated its policies and planned a guidance program designed to promote social efficiency and ethical growth. Whatever measure of success it may have achieved is due to the fact that every pedagogic agency at the command of the school is employed in carrying out its avowed purpose—the development of the individual to the extent of his powers, that he may secure those blessings which should be obtainable through education in a democracy, viz., life more abundant, freedom within law, and joy in both attainment and service.

Figuratively speaking, the school is visioned by those in charge of its activities, as a light-house founded upon the basic rocks of "well-rounded development of the individual" and "democratic ideals" leading youth by its guidance light to the port of manhood and womanhood. Continuing the figure, this guidance light is looked upon as having seven rays paralleling the seven objectives of education.

1. Physical Ray—lighting the way to health and wholesome pleasure.
2. Curriculum Ray—opening up the path to scholastic success.
3. Social Ray—illuminating harmonious social relations.
4. Vocational Ray—flooding with light the field of vocational opportunity.
5. Civic Ray—focussing on civic obligations.
6. Avocational Ray—revealing worthy methods of using leisure.
7. Ethical Ray—glorifying right living—this seventh ray being regarded as the summation of the other six.

This method of visioning the school serves, at least, to make the somewhat elusive abstractions of ethical guidance "workably" concrete.

Not that I wish to make any extravagant assertions as to what the Holmes School has done in the way of ethical guidance; neither do I claim that any devices employed by it are original. I shall probably not mention a single scheme that has not been tried out by schools all over the country. What I *do* claim, however, is that the work is so thoroughly organized, involving as it does every teacher and every pupil in the school, that measurable results have been obtained. Among those results may I mention the following, which, I am sure you will agree, must be of value in *any* school.

1. Reduction of discipline cases to a minimum.
2. Increased holding-power of the school, there being few drop-outs, and well over 90% entering senior high school.
3. Minimizing of tardiness and truancy.
4. Development of the spirit of helpfulness and co-operation in both teachers and pupils, to such an extent that although the principal has been absent for nearly three months because of serious illness, the mechanism of school administration has continued to run smoothly and without even the slightest noticeable lowering of the school morale.
5. Creation of a happy home-like atmosphere in the school, in which it is a pleasure for both teachers and pupils to work.
6. Securing ethical reactions from even such pupils as receive little or no moral training outside the school.

7. Development of teachers to the point of enabling them to carry out guidance programs, even when there has been no previous training along such lines.

Apropos of these seven points, which I can truthfully say the Holmes School has achieved, do they not comprise all that a school may reasonably hope to accomplish under existing handicaps, working as we all do in buildings not always adequately equipped, with teachers not always sufficiently trained, with pupils rarely rising above average mentality or ethical standards? All ethical education, even that undertaken by the churches, is in a transitional stage at present. Therefore, since any really perfect scheme of ethical guidance is still a thing of the future, is it not worth our while to consider some concrete things that have been accomplished by *real* teachers, in *real* classrooms with *real* children, under *present day* conditions?

We shall consider, then, a few of the devices which the Holmes School has employed in trying to carry out the educational ideal to which it is irrevocably committed—namely, character-building.

I. *School Ideals*—enunciated by the principal and striven for by both teachers and pupils. The psychological effect of an iterated and re-iterated word or phrase is recognized and turned to definite account by business organizations everywhere, and such use is admittedly productive of results. There is no reason, then, why the idea should not carry over into school administration. Too often, phrases embodying school ideals are graven on stone above the entrance doors, but not upon the hearts of the pupils. To be effective, they should be a vital part of the school scheme of ethical guidance. At the Holmes School we employ three phrases in this fashion, viz.: "shoulder personal responsibilities," "render service to others," "give courteous co-operation"—not very exalted phrases, perhaps—but ones that are eminently usable. For, after all, do they not represent a fairly good scheme of living? If one has faithfully shouldered his own responsibilities and has rendered service to others may he not be said to have discharged his ethical obligations to the world? We impress these ideals upon the minds of our pupils "in season and out of season," in inspirational assembly talks by principal or teachers, in the classroom, in the personal guidance hour, and in the editorial department of the school magazine. More than that, they are incorporated in the address of welcome to entrants so that the newcomers may feel from the very first, that they are an integral part of the

school, that they are going to help the school realize its ideals. And they *do*! There is a really beautiful reaction to this sort of stimulus. We see more shame-flushed cheeks and contritely bowed heads from acknowledged failure to help the school in these respects, than ever we did in response to the old-time disciplinary measures. Right here it may be pertinent to mention a type of service rendered by our upper-class pupils to entrants, which we feel makes for character-building. These older ones form themselves into what is called the Holmes Brotherhood, and each elects to become a "pal" or "big brother" or "sister" to some one of the newcomers. These big brothers and sisters see to it that the younger ones are quickly made to feel at home; they help them to find their way about the building, acquaint them with school customs, protect them in the playground from attempts at hazing by the mean-spirited; in a word, they do all in their power to make the entrants feel that they are among friends, and that the Holmes School is to prove a happy place in which to be. Surely, boys and girls who help and protect younger folk in this way must become more manly and womanly in consequence.

II. *Honor Code.* Now as to our second agency of ethical guidance,—the honor code. We have got very definite, measurable results from the use of this device. We employ it only in modified form in the seventh and eighth years, but it has been worked out in considerable detail by the ninth year pupils. The adoption of some such scheme was suggested by the children themselves. They had noted the fact that honor lists of those excelling in scholarship had been posted on the bulletin boards, and that school "letters" had been awarded for achievement in athletics, but that no recognition had ever been given to "character" as such. They asked that, in the spirit of fairness, some such recognition be given. The reasonableness of the claim was admitted by the faculty, and the children were encouraged to formulate a scheme which would repair the injustice. After discussion in open forum, they decided that each pupil wishing to be rated as an honor pupil must possess the following qualities, suggested by the letters forming the name of the school:

H—*honesty.*  
O—*obedience.*  
L—*loyalty.*  
M—*manners.*  
E—*earnestness.*  
S—*self-respect.*

A committee of six judges from each class was to determine what names should appear upon the Honor Roll, each member of a committee having charge of a particular letter. The committees were to report to the class representative once each week, and the representatives in conference with a teacher-sponsor were to make out the Honor Lists to be posted on the bulletin board. Those whose names were posted four weeks in succession were to win the additional honor of having their names printed in the school magazine—a much coveted distinction. It needed but a brief try-out to show the boys and girls that their plan was imperfect. Many spirited discussions arose. "What does the word honesty really mean?" they asked. Does it mean mere abstention from theft or may other interpretations of the word be included? To whom or what were they to be loyal? In another open forum called for the purpose, the Honor Code was discussed, carefully analyzed, and re-cast as follows:

I. HONESTY.

A. Abstinance from stealing

1. Belongings of classmates and teachers
2. Information
  - (a) Assignments
  - (b) Tests
  - (c) Composition material
  - (d) Plots of assigned readings

B. Truthful statements

II. OBEDIENCE.

- A. To teacher
- B. To class representative
- C. To principal
- D. To parents

III. LOYALTY.

- A. To school ideals
  1. Self-control
  2. Personal responsibility
  3. Co-operation
- B. To friends
  1. Trustworthiness
  2. Helpfulness
- C. To classmates who are not chums
- D. To own ideals

## IV. MANNERS.

- A. Courtesy
- B. Refinement
- C. Self-reliance
- D. Lack of conceit
- E. Kindness

## V. EARNESTNESS.

- A. Attention in class
- B. Preparation of assignments
- C. Upholding the school ideals
  - 1. Supporting I. C. U. lieutenants
  - 2. Interest in athletics
  - 3. Boosting the Honor Roll

## VI. SELF-RESPECT.

- A. Avoidance of
  - 1. Sleeveless dresses
  - 2. Extremely short skirts and high heels
  - 3. Cosmetics
  - 4. Mirrors, compacts and combs in classrooms, halls and lunchroom
- B. Chastity (purity)
  - 1. In thought
  - 2. In action
  - 3. Abstinence from vulgarity of speech
  - 4. Mastery of temptation to
    - (a) Smoke
    - (b) Chew gum in class
    - (c) Play games of chance

There are crudities of phrasing and analysis in this code, but I prefer to submit it in the children's own form. Though faulty, its sincerity is apparent. It has proved of value as a means of moral guidance since it has led to self-analysis and produced power to evaluate ethical material. The mere fact that the pupils have focussed upon these desirable qualities, measured themselves by moral standards, and at times found themselves wanting, has roused desire to possess these qualities and has aided in translating right desires into right actions;

has done much toward eliminating unworthy influences, has strengthened desire for

*"Whatsoever things are true;  
 Whosoever things are honest;  
 Whosoever things are just;  
 Whosoever things are pure;  
 Whosoever things are lovely;  
 Whosoever things are of good report."*

(Not so very original in our guidance programs, after all, are we?) The crowds of children standing around the bulletin boards when the weekly lists are posted bear rather touching testimony, I think, to the value placed by them on this recognition of character.

III. SUBJECT INSTRUCTION. The correlation of ethical guidance with subject instruction is of necessity part of the educational program of the Holmes School. As a matter of principle, we feel that all instruction should be ethically motivated. Not that we think that teachers should close each lesson by saying, like the Duchess in Alice in Wonderland, "And the moral of *that* is ————" but there are countless ways, known to all teachers, of pointing a moral or adorning a tale. Most of these ways are so widely used that they need not be touched upon here, but a word or two about devices which have proved especially effective may prove suggestive. Believing that the curriculum should be a means to an end and not an end in itself, the Holmes School early injected guidance elements into its courses of study. For instance, in English, short themes are written by the pupils, from time to time, around some such questions as the following:

What social talents have you which, if developed, will enable you to contribute your share to the wholesome pleasure of others?

Should personal likes or dislikes influence your choice of student officers?

What qualities of character do you think "leaders" should possess? What qualities do leaders like to find in their followers?

Do you get along easily with your companions and make friends readily? If not, why?

Can you cite specific instances in which, during the past week, you helped to realize the school ideals of shouldering personal responsibility or giving service to others?



We feel that simply-phrased questions of this sort, presented occasionally, have a tonic effect on moral stamina. They show the child to himself as in a glass, it may be "as in a glass, *darkly*," but that, perchance, may be more salutary than some more flattering view.

Dramatizations have proved effective adjuncts of subject instruction as it functions in ethical guidance, so, too, have debates, two-minute talks in assembly, grade forums, assigned Bible-readings, students' round-tables, and socialized recitations. The ways in which these have been employed by the Holmes School to point moral truths are too numerous for detailed recountal. Instructional points are also emphasized through every medium of visualization at our command, but we place special value on the guidance work accomplished by means of the corridor bulletin boards, of which we have quite a number. The material for these boards (posters, illuminated poems, clippings, etc.) is selected and arranged by the pupils themselves. Frequent changes of material are made in order to keep the pupils alert and interested.

The social studies present a rich field, of course. In teaching these we try to inculcate the principles which should underlie ideal Americanism as being a step beyond mere Americanization; but more than that, we try to overcome racial antagonisms, to cultivate the tolerance essential to the spirit of world brotherhood, a conception which we feel to be yet more worthy of attainment. Surely, it is with the children *only* that the *real* hope of international understanding lies. Into that desired haven, a little child shall lead us.

IV. THE INFLUENCE OF THE TEACHER. There is no need for any speaker to hold a brief for teachers as moral guides. Their service in this respect has been counted to them for righteousness and testified to through the ages. In that regard even the humblest of us may claim kinship with the Great Teacher. Suffice it to say, then, that in the schools of to-day, particularly in junior high schools, the teacher has greater opportunities for service than ever before, since he or she now serves not only as subject instructor, but may, in addition, act as home-room counselor, home-visitor, or club-sponsor. Of these various relationships, one of the most important in matters of guidance is that of home-room counselor. In planning our guidance program, we felt that some attempt must be made to make up to the child the loss of social contact with his teacher entailed through departmentalization. To offset this loss, we planned for a brief meeting

with the home-room counselor each day before morning assembly, and ten minutes at the end of each day. In addition, we set aside one full period each week for personal guidance, and we feel that it is through the sympathetic relations set up during these periods that we gain our strongest holding-power upon the child, that we avert the grave danger of the individual being lost in the mass. Some of the most elevating experiences that have ever come to me as a teacher have come in those personal guidance hours. I count them a privilege. They are times set apart for heart to heart talks concerning those truths making for finer living, which can best be brought out through the medium of a friendly, intimate talk. It will readily be seen that the possibilities for moral training in such periods are boundless. At this point, may I make a strong plea against standardization of ethical guidance. I have in mind marvelous courses of moral teaching mapped out by teachers which must represent hours and hours of patient work. But to what end? That teachers may talk about honesty on Tuesday and kindness on Thursday simply because they appear on Pages 72 and 74 of the course? How *can* such teaching be a thing of the spirit? We have all child-psychology to back other procedure. "Strike while the iron is hot. Seize interest as it appears!" says Professor James. Let us apply this, then, to our ethical guidance. Leave the topics to be taken up to the sympathetic insight of the individual teacher. She it is who has the clearest comprehension of the needs of her particular group, and of the kind and degree of guidance required. Give her freedom, therefore, to organize her work on flexible lines that she may preserve during the guidance hour an atmosphere conducive to the free expression of opinion. Let her utilize the child's special interests and the needs of the hour in determining her guidance activities.

I wish time permitted to speak here of the vast ethical influence exerted by the teacher who acts as home visitor; but this is so universally recognized that it need not be enlarged upon. We instituted that type of service long before it became obligatory, through realization of the prime necessity for knowing home conditions; for saving the unadjusted child from the disastrous consequences of that first misdirected step. Judge MacNeill, of Philadelphia, said in a talk to teachers, that of the criminals appearing before him each year, over 90 percent had been at one time truant schoolboys. These appalling figures are convincing proof of the need of teachers who will conse-

crate their powers to the child who has failed to keep marching in the line of educational advance and who has fallen by the way.

V. STUDENT GOVERNMENT. Of student government as an agency of ethical guidance I cannot speak in too high praise. With us it has been an unqualified success. In schools where it has proved a failure, I feel that the failure has been due to imperfect organization, lack of faith in the scheme on the part of the faculty, relegation of authority to children rather than its mere delegation, and the granting of judicial powers that boys and girls of junior high-school age are as yet too immature to handle wisely. Legislative and executive work they *can* do, and do well! The pupils of the Holmes School have a system of school government roughly paralleling that of the city, with departments of public work, public safety, sanitation, and social welfare. They have a constitution, an oath of allegiance, and a civic song. Department meetings are held each week and council meetings once a month. The smoothness with which the machinery of school government runs under their care is a constant joy to all of us. I have attended many council meetings, but I get the same inspirational thrill each time. To see the poise and dignity with which those young lieutenants of the various departments rise to give their reports, the way in which suggestions from the floor are made and received, the whole business-like tone of the thing, is a delight. No need to question as to the functioning of *this* type of activity. We see the civic virtues grow before our very eyes. Acceptance of majority decisions, loyalty to leaders, respect for law, sacrifice of self for corporate welfare, right use of authority, are but a few of the fine qualities developed through student government; thus pupils concretely learn the core idea of adult government with all its ethical implications.

VI. *Extra-Curriculum Activities.* A system of such activities, if properly conducted, is one of the greatest, if not *the* greatest, factor in the promotion of ethical development. "Time-wasters" and "time-fillers" they are called by those still unconverted to the use of these new elements in our present day educational scheme. And time-wasters they most certainly are unless they are as carefully planned and systematized to reach certain clearly-defined objectives as are all other school activities; more than that, they must be as definitely accounted for in the school roster. That is why we of the Holmes School prefer to call them *intra-curriculum* activities, since they are an integral part of the school routine. Every teacher and

every child is taken into account in our club system. We are now entering upon our fifth year of organized club work in the school and the experiences of each semester have proved, more and more conclusively, that the clubs are of inestimable value in furthering *every type of guidance*. We have seen our efforts have their fruition in increased power on the part of the pupils to make wise choices as to worthy ways of using leisure. We have seen a marked growth in the social virtues: friendliness, helpfulness, loyalty, consideration, cooperation, in fact in *all* the traits which should characterize leaders and followers in a democracy. Each club in the system has done its part in this work of development, but those clubs which most obviously influence that moral growth that we are to-day definitely considering, are our altruistic clubs. The Willing Workers, the Gift Club, the Holmes Sweet Shop, the Student Aid Club, and the Social Welfare Department of our student government unite forces, and, throughout the year, bend all their thought and energy toward giving happiness to hundreds of children less fortunate than themselves, to the poor, the sick, the disabled. The quantity of material got together by them for distribution is prodigious and all the product of their own efforts. Any money outlay involved is provided for by collections taken up on two days a year which the children call "Sacrifice Days." The money given must be earned, or saved, as the name implies, through personal sacrifice of some childish wish. Surely this service speaks for itself. These clubs have three "climaxes" or "giving" days, Easter, Thanksgiving, and Christmas. I wish you might all be present on those days. They thrill me through and through. The true Christmas spirit that reigns on that day, the sweet earnestness with which those young club presidents present the fruits of their efforts to the representatives of those institutions that are to receive the gifts, is beyond description. Last Christmas, Mr. Cattell, the famous statistician whom you all know, came in person in a fine spirit of service, to receive our donation to the Western Home for Crippled Children. At the close of the exercises he rose and said: "Boys and girls, I have talked about Philadelphia for twenty-five years to over 25,000,000 people and I didn't think it had a thrill left for me. But it had. You gave it to me this morning. For now I can see that it is possible for a school to imbue its pupils with the spirit of the *real* America—helpfulness." A very fine tribute, I thought.

VII. *Teacher Training.* In conclusion, may I say a word about how this program of ethical guidance has been put over. No scheme

of the sort *can* be the product of any one person's thought and effort. It must be a growth. Our principal, wisely conscious of this, brought about complete democratization of our school, both in its classroom and faculty relationships. Suggestions from both pupils and teachers, were not only welcomed when offered, but actively invited. So, from a thought here and a suggestion there, the plan grew, the result of a bit of applied psychology, for it became a matter of pride with both teachers and children, to see to it that their own suggestions became effective. We now have our tradition of what the "Holmes spirit" is, and we, of the old guard try to infuse newcomers with it in every possible way. The teachers that are added to our faculty from time to time come splendidly equipped as to subject instruction and methodology, but not *one* has come to us with any training which would enable him or her to carry out a guidance program or to conduct extra-curriculum activities. In lieu of such training we utilized our weekly professional meeting of teachers. We made it a clearing-house for ideals. The interchange of thoughts, plans, and opinions received there produced results which have been extremely gratifying.

Summarizing the foregoing, may it be said that the Holmes Junior High School wishes to go on record as having boundless faith in the youth of to-day as promoters of civic righteousness, current criticism to the contrary notwithstanding; it desires to bear witness to its belief that love for children is a dynamic force in education; it also wishes to be known as standing for the principle of ethical development through self-activity under guidance. It strongly recommends that the work of guidance wherever undertaken be completely *organized*, but never *standardized*; and that all teachers be given training which will enable them to carry out a guidance program.

May I here extend a plea to those of you who are engaged in teacher training that you give courses along these lines. I know that training of the sort for junior high-school teachers is being given in a number of our normal schools, but that much of the work is as yet in the experimental stage. Those who come into junior high-school work to-day should come not only *willing* to serve, but *trained* to serve, since the real junior high-school spirit is *service*. They should be men and women highly sensitized to spiritual values, since they are to deal with children who are at that beautiful, plastic age of idealism when the spiritual elements of life *may* have their finest fruition, but when, alas, they are also most easily blighted.

I am solemnly convinced that if you and I, and all the teachers of the world, would make common cause in this quest for the things of the spirit, would solemnly pledge ourselves to make ethical guidance the ultimate aim of education, we could do what all the armies of the world have failed to accomplish; we could bring peace where there is no peace; we could "mobilize the conscience of mankind," we could save the soul of the world alive!

#### FOURTH SESSION

President William E. Wing called the fourth session of the Association to order at 2:30 P.M. Tuesday, February 23, in the Auditorium of Central High School. Mr. Alvin W. Miller, Principal of Central High School, Washington, was introduced as the presiding officer of the session.

William L. Connor of the Bureau of Educational Research of Cleveland, Ohio, read his paper on the subject, *Why Mark, and How?*

#### WHY MARK, AND HOW?

W. L. CONNOR, BUREAU OF EDUCATIONAL RESEARCH,  
CLEVELAND, OHIO

BACKGROUND.—Analytical psychologists tell us that we remember what we want to remember, and, fortunately for our peace of mind, forget what we do not like. You will probably agree that this is true, in my case if not in yours, when I tell you some of the things which *I remember* about the meeting of this association four years ago. I beg your pardon for repeating so much that you already know. However, I want to use as a background for my discussion to-day what *I remember*, and what *I forgot* of the excellent committee report on the subject of "standardizing teachers' marks," presented to that meeting by Mr. Whitten of DeKalb.

First of all, I recall that Mr. Whitten made a *constructive* report. It contained among other things a very useful code of habits, attitudes and traits of character which it is desirable that the youth in our secondary schools acquire as a result of their training there. I note in passing, among many other items in the code, these three: Makes "frequent contributions to class discussion as a consequence of extensive supplementary reading and investigation in excess of the requirements and suggestions of the teacher." Shows "dependability in getting through a difficult task." His "progress must be so conspicuous and rapid as to constitute a real problem for the teacher."

What a compliment to the intelligence and good nature of the high-school teachers of to-day! Teacher-baiting, when carried on in a refined and artistic manner, is mentioned as meritorious, and the



student practicing it is recommended for an "A," the distinguished service medal of the academic world.

Next, I seem to remember that this was an *analytical* report. These same habits, attitudes, and traits of character were analyzed into *concrete acts* and grouped into primary, secondary, and tertiary groups. The primary analysis divided these concrete acts into those pertaining to scholarship and those pertaining to citizenship. In the secondary classifications are grouped together the acts characteristic of the A-scholar and the A-citizen, the B-scholar and the B-citizen, continuing through to the E-scholar and the E-citizen, who, according to the report, is no scholar at all and probably ought to be reformed or deprived of his school citizenship altogether.

The tertiary analysis is too long to be reported here by one not duly constituted to make a formal report. Besides it appears accidentally in another connection.

By this time the committee itself, somewhat dismayed by the complications seemingly certain to arise in picking "A-scholars," "B-citizens," and so on, plunged into a re-analysis of the qualities of scholarship in which the habits, attitudes, and traits of character characteristic of A-preparation, B-preparation, continuing on to E-preparation were shown. Similarly, A-, B-, C-, D-, and E-, groups of concrete acts were prepared for each of the following attributes of scholarship:

- Application.
- Knowledge of subject.
- Use of English.
- Progress.

A somewhat similar service might have been performed for "citizenship," under the heads of

- Coöperation.
- Personal conduct.
- Civic conscience.
- Reliability.
- Leadership.

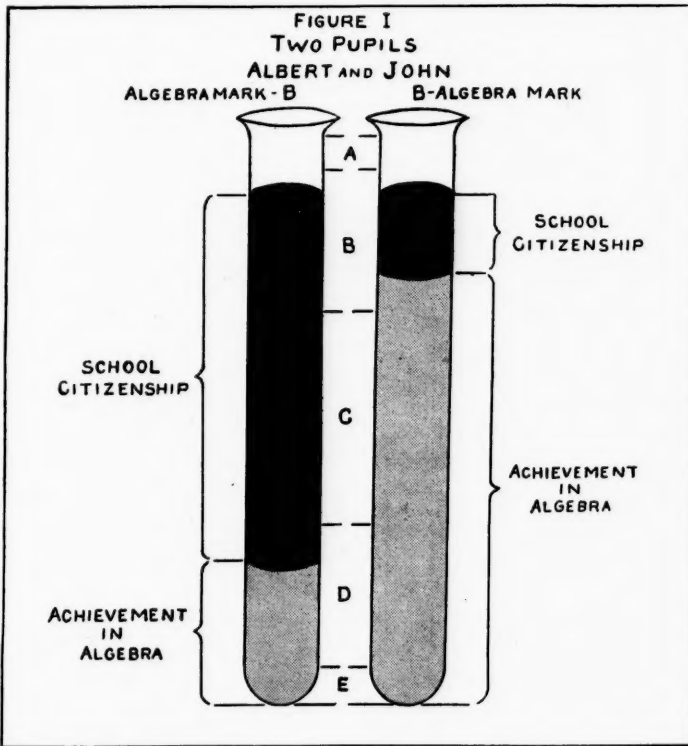
However, the committee remarked at this point, referring to "scholarship" and "citizenship" in the first general analysis, "*We give the requirements for these two factors separately, although some teachers may desire to combine the two factors in giving a single mark.*"



Owing to the common defect of memory discovered and reported by the psychologists referred to earlier in this paper, you will readily understand that I have been compelled to look up this last quotation in the Yearbook for 1922, and I fear that, even now, I may not have it right.

WHERE DO WE GO FROM HERE?—A very successful old evangelist, a darky of the best old type, when questioned about his powers as a preacher said, "Firstly, I tells 'em what I's gwine tell 'em. Nextly, I tells 'em. Den I tells 'em what I told 'em. Lastly, I rings in de 'rousements."

The proven skill in dialectics of this old veteran has not yet affected my talk to-day, but I am *still hoping* that I may realize something on a sudden impulse toward lucidity.



## OLD FORM REPORT

High School 19 19

Son

Mr. .... Your Daughter. ....  
 has received the standings indicated below for the present semester. Please sign and return this card for 1st and 2nd reports. Retain it after receiving the final report.

GRADE	SUBJECTS	First Report	Second Report	Third Report	Final Report	Signature of Parent or Guardian

90 to 100 denotes Excellent;—E. 80 to 89 denotes Good;—G. 70 to 79 denotes Fair;—F.  
 70 is Passing;—P. Below 70 is Deficient (not passing)—D.

(H-20 7-31 10M)

Date of Entrance.....192.....

Teacher.....

FIGURE 2A

Thus far I have called up for your consideration two things: One is an excellent, though incomplete list of specific habits, attitudes, and traits of character which pupils in our secondary schools ought to acquire. The other is the obnoxious practice,—tending to defeat both the ends of *scholarship* and *citizenship*,—of mixing the *two* in *one mark*. Both these things may be found in the Yearbook for 1922.

With the Report of 1922 as a background, I want to talk to you about a plan for using marks to improve scholarship, and a plan for using a code of concrete acts in stimulating pupils to acquire desirable habits, attitudes, and traits of character.

EVILS OF THE MIXED MARK.—In order to do this I want first to expand somewhat upon the evils of the mixed mark.

*Figure 1* illustrates graphically the meaninglessness of the mixed mark. The first student receives an algebra mark of "B" for good citizenship and a *trace* of algebra, while the second receives the same mark for considerable algebraic knowledge and skill coupled with a *trace* of good citizenship.

Imagine the uneasiness with which you would park your car on a zero day with an anti-freeze mixture as uncertain in content as the mixed mark here, and you can understand the uneasiness with which interested and thoughtful persons inside the profession and out regard the marks all too commonly given for high-school work to-day.

Two types of report cards are reproduced in *Figures 2 A, 2 B and 2 C*. The first may, of course, be used with an objective marking system based upon achievement in subject-matter. Usually, however, it is used to report mixed marks,—marks all too frequently associated with the kind of teaching characterized by one of our leading educationists as "taffy-pulling," and sure to result sooner or later in messy hands, especially messy when for any reason things "warm up." The second card, both face and back views shown, is designed to be used to report two things, "achievement" and "effort," and to *keep them separate*.

*Keeping Achievement and Effort Marks Separate.*—Consider with me for a moment the following: First, a simple, somewhat crude but very useful method of arriving at objective marks in both "achievement" and "effort." Second, a way of using these marks to stimulate better work.

**LONGWOOD COMMERCE HIGH SCHOOL**

**M**....., **your son**....., **your daughter**.....

**has received the marks recorded below:**

[illegible]

Date of entrance.....19.....Teacher.....  
(Over for explanation.)

**FIGURE 2B**

## EXPLANATION

Two marks are given, one in ACHIEVEMENT and the other in EFFORT.

### Achievement Marks

90-100 means, approximately, upper  $\frac{1}{4}$  of class.

80-89 means, approximately, middle  $\frac{1}{2}$  of class.

Below 80 means, approximately, lower  $\frac{1}{4}$  of class.

Below 70 means FAILING.

*The above rule is sometimes violated, with the consent of the principal, when the teacher finds that she has some special condition such as a brighter or duller class or a more industrious or lazier class than usual.*

Pupils differ so widely in ability that a good ACHIEVEMENT mark may be accompanied by a poor EFFORT mark; or a poor ACHIEVEMENT mark may be accompanied by a good EFFORT mark.

### Effort Marks

A usually means superior effort.

B usually means ordinary effort.

C usually means deficient effort.

Your co-operation is sought in eliminating EFFORT marks of C.

FIGURE 2C—REPORT CARDS, NEW FORM—BACK

## TEACHER'S RECORD SHEET

1	2		3		4			5	6	7	8
Pu- pils	P. L. R. and Rank, Cleveland Classifica- tion Test		Score and Rank, First English Test		Ranks on Subsequent Tests			Sum of Ranks, English Tests	Final Rank	R <sup>1</sup> Minus R <sup>2</sup>	Eff- ort Grade
	S	R <sup>1</sup>	S	R <sup>2</sup>	R <sup>3</sup>	R <sup>4</sup>	R <sup>5</sup>		R <sup>6</sup>		
A	129	1.0	85	2.5	11.0	6.5	9.0	29.0	5.0	-4.0	B
B	123	2.0	75	5.0	3.5	6.5	3.5	18.5	2.0	0.0	B
C	120	3.0	60	9.0	11.0	15.0	15.5	50.5	13.0	-10.0	C
D	119	4.0	90	1.0	3.5	2.0	9.0	15.5	1.0	+4.0	B
E	115	5.0	27	19.0	14.0	14.5	6.0	54.0	15.0	-10.0	C
F	114	6.0	15	25.0	25.0	10.0	21.5	81.5	24.0	-18.0	C
G	112	7.0	40	16.0	20.0	20.0	15.5	71.5	19.0	-12.0	C
H	111	8.5	35	17.0	19.0	20.0	9.0	65.0	17.0	-8.5	C
I	111	8.5	80	4.0	3.5	6.5	9.0	23.0	3.5	+5.0	B
J	109	10.5	55	11.0	11.0	18.0	3.5	43.5	9.0	+1.5	B
K	109	10.5	50	13.0	22.0	3.5	1.5	40.0	8.0	+2.5	B
L	107	12.0	55	11.0	16.0	3.5	19.0	49.5	12.0	0.0	B
M	106	13.0	70	6.0	3.5	10.0	12.0	31.5	6.0	+7.0	A
N	105	14.0	22	21.5	7.5	22.0	25.0	76.0	21.0	-7.0	C
O	104	15.0	65	7.5	7.5	17.0	15.5	47.5	11.0	+4.0	B
P	102	16.5	85	2.5	14.5	1.0	5.0	23.0	3.5	+13.0	A
Q	102	16.5	65	7.5	11.0	12.0	15.5	46.0	10.0	+6.5	A
R	100	18.0	25	20.0	18.0	24.0	15.5	77.5	22.0	-4.0	B
S	95	19.0	22	21.5	3.5	20.0	24.0	69.0	18.0	+1.0	B
T	94	20.0	45	14.5	3.5	10.0	9.0	37.0	7.0	+13.0	A
U	93	21.0	20	23.0	21.0	13.0	21.5	78.5	23.0	-2.0	B
V	92	22.5	55	11.0	17.0	16.0	15.5	59.5	16.0	+6.5	A
W	92	22.5	45	14.5	11.0	6.5	21.5	53.5	14.0	+8.5	A
X	91	24.0	30	18.0	23.0	23.0	21.5	83.5	25.0	-1.0	B
Y	90	25.0	17	24.0	24.0	25.0	1.5	74.5	20.0	-5.0	B

FIGURE 3A

## AN EFFORT CHART

A graph to represent effort scores is made by counting off along the left margin and base of the graph the number of pupils in the group, beginning with the highest number at the lower left hand corner where left margin and base meet. Use the scales so formed as two sides of a square. Let the vertical scale represent rank on mental tests and the horizontal represent rank on subject tests.

## EFFORT CHART

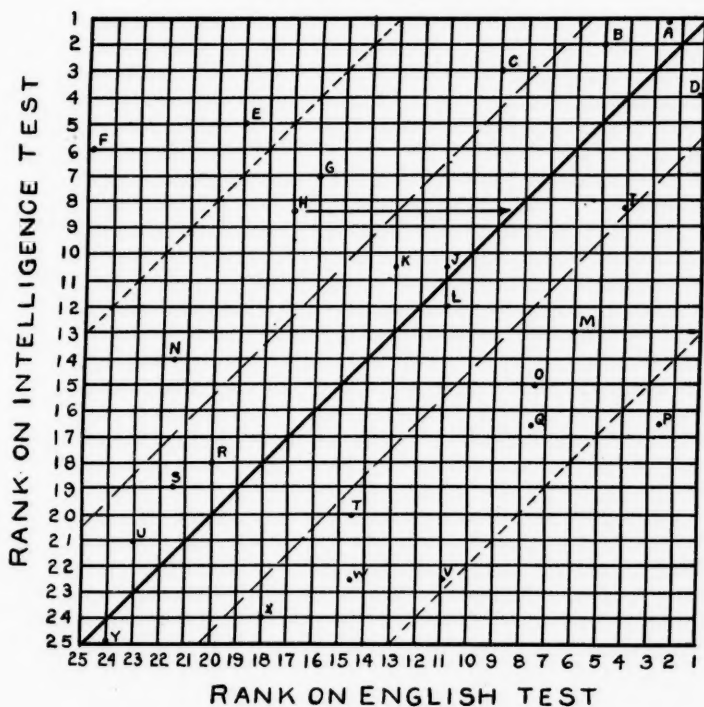


FIGURE 3B

The heavy diagonal is the *Line of Average Effort*. Half the pupils are on each side of this line. Those to the right of it rank higher in the mental test than in the English test, and those to the left of it rank higher in the English than the mental test.

The 3 pupils outside the dotted lines differ in their standing on the two tests by more than 50 per cent.

Those between the dashed lines differ by less than 20 per cent.

Each should try to move to the right, as indicated for "H."

**REPUBLIC TOWNSHIP SCHOOLS**

**REPUBLIC, MICHIGAN**

19

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Quarterly report for \_\_\_\_\_ Grade \_\_\_\_\_

[illegible]

If you think of any way in which I could be of more service to

kindly let me know about it.

Respectfully submitted,

Teacher

FIGURE 4A



## EXPLANATIONS

This report differs from the report to which you have been accustomed in the following ways:

I. You will receive this report every ten weeks, or four times a year, instead of once a month.

You will receive a special report in the meantime in case your child shows especially poor attendance, conduct, or scholarship.

II. You will be told the relative position of your child in each of his classes instead of his marks.

About half of the children in any class do good average work. About one-fourth do work easily recognizable as better than the work of the rest of the class. About one-fourth do work easily recognizable as poorer than the work of the rest of the class. Among this latter group are some pupils who do such poor work that they cannot be promoted. As a general rule, you will do well to give more attention to the child who is above or below the middle 50% of his class than you do to the average child. However, this may not always be true.

The mark appearing after the subject in columns 2, 3, or 4 is an effort mark. B is a satisfactory mark. A indicates superior effort and C unsatisfactory effort.

III. You will be told some of the other desirable attitudes and habits which your child now shows at school.

IV. You will be told some of the desirable attitudes and habits which your child has not yet shown at school, and which the teacher believes he should try *at once* to acquire.

Schools should be places where boys and girls learn to do better the worth while things they are going to do anyhow. Boys and girls study, work, and play now, and as men and women they will continue to do so. They propose useful projects and games, and organize groups to carry them through. They make promises and they trust the promises of others. They obey commands and sometimes they give them. They form habits of honesty, courtesy, helpfulness, self-reliance, courage, and industry, or they form habits the reverse of these. Unfortunately, however, human nature is such that a person may act courteously in one place and discourteously in another. Everyone knows that many boys use language among their fellows on the streets that they leave off entirely when they enter the door of the home or the schoolroom. The school, then, tries to spread right attitudes and habits to as many situations as possible. The school is willing at all times to co-operate with the home to make right habits prevail everywhere in the life of the child.

## REPLY

\_\_\_\_\_ 19 \_\_\_\_\_

M \_\_\_\_\_

I have read \_\_\_\_\_ report  
and will gladly co-operate with you in what you are trying to do.

\_\_\_\_\_ Parent

FIGURE 4B

Figure 3 is the reproduction, somewhat abridged, of a class record sheet kept by a teacher of English for a regular marking period. To the right is a graphic representation of the data on the sheet.

In Column 1 of the class record sheet appear the names of the pupils arranged in the order of their P.L.R.'s (probable learning rates). P.L.R.'s and ranks appear in Column 2. Columns 3, 4, 5 and 6 contain achievement ranks determined by objective tests or examinations of the newer type, Column 6 containing the final ranks for the marking period. In Column 7 is recorded for each pupil the difference between the rank in P.L.R. and the rank in achievement. Counting that effort *satisfactory* which shows a displacement of less than twenty per cent of the possible displacement, and all other effort *superior* or *unsatisfactory*, according as the displacement in achievement exceeds or falls below these expectations based upon the P.L.R., this class shows (Column 8) *six "A"* (superior), *thirteen "B"* (satisfactory), and *six "C"* (unsatisfactory) effort marks.

*Effort Marks and Guidance.*—Let us consider the case of "Pupil E," "Achievement 80," "Effort C" (See Figure 2). "Pupil E" is fifth in probable ability and fifteenth in achievement. The record contains a fact about which the teacher may well approach the pupil privately in some such language as this:

"We have had a number of tests of your achievement in English. They have covered much of the work of this class. On these tests you rank fifteenth. We have also had a test intended to predict more or less accurately your ability to succeed in school work. On this test you ranked fifth. While none of these tests may be entirely accurate, they are the best we could do in the time we have had. They are at least more accurate than my opinion of you would be. Do you want to try to explain the difference to me?"

Further discussion between pupil and teacher need not be reported here. Suffice it to say that the teacher should take the attitude that she is joining hands with the pupil to uncover a difficulty which he himself wants to uncover, and doing it with imperfect but still rather useful tools. And in view of the probability of error, she must doubt, with the pupil, the accuracy of her work, and hold herself in readiness to re-test or make any other re-analysis either

she, or the pupil or his parents, believes may be of value in getting at the true facts. The teacher using so potent a device as is this system of marks has several other duties to perform in connection with it.

*First*, she must seek to understand the interests and purposes, and special disabilities based upon fear, pride, or discouragement over failure of each student who makes an effort mark of "C," and she must watch her step so as not to incite or accentuate one of the very conditions she is seeking to correct.

*Second*, she must seek the means of correcting the difficulties she has come to understand, and she must know that frequently the more subtle the means the simpler the correction.

*Third*, she must improve every opportunity to express her appreciation of the good work of slow pupils who earn effort marks of "A," but in doing so she must watch her step for fear that she may overdo.

*Coded Concrete Acts in Guidance.*—The report card presented in *Figure 4* is intended to utilize not only marks for achievement in subject-matter and marks in recognition of effort, but a code of desirable habits, attitudes, and traits of character, both in scholarship and school citizenship.

There are in existence a number of schemes for rating the personal qualities of pupils. They are interesting and frequently give the user a fine sense of duty performed, regardless of results. However, I am unable to discover any changes they actually aid the teacher to effect in the behavior of the youth rated. This is probably due to the fact that the *scheme for rating* departs from the sound psychology upon which the *selection of items for rating* is based.

Changes in habits, attitudes, and character come almost imperceptibly as the result of success or failure *with*, or praise or blame *for a specific act*. It is proposed, then, that the teacher copy from the code into the space provided on this report form for that purpose two or three specific desirable acts repeated often enough by the pupil to deserve commendation, and which by commendation may be fixed permanently. In the space opposite, the teacher may copy one or two specific desirable acts which the pupil omits to perform, but which he may, by taking thought, easily learn to perform.

By discovering and praising a pupil's desirable acts the teacher not only helps to fix the desired act as a habit but she gains the right, psychologically, to suggest improvements.

Such a scheme discourages pettiness in both teachers and pupils and directs the attention of both to the only known means of improving character, the substitution, one by one, through purpose, practice, and satisfaction with the outcome, of *good* habits, for *bad*.

*Consequences of Marking.*—Now a word about the consequences of using these three schemes of marking.

The mixed mark encourages the pupil to play up his strongest points to the neglect of all around education. If good citizenship in the classroom and school activities comes easily to him and he can get marks in algebra, history and his other subjects for these activities, he is apt to do it. The relation between success in subjects as evidenced by teachers' marks and ability as evidenced by tests to determine probable learning rate is low. In one large high school in Cleveland where the mixed mark is used the correlation between success as evidenced by the school mark and ability to succeed as evidenced by the probable learning rate runs from .08 to .40 with an average of about .30.

In another high school of about the same size, where the second report card is used and where achievement in subject-matter and the effort of the pupils are marked separately, the marks in each case being determined by the objective method outlined earlier in this paper, correlations between success in subject-matter and probable learning rate have risen a great deal. After three or four years of this sort of work, the coefficients of correlation now run from .35 to .75 averaging better than .50. The principal of this school feels that he has gained so much by labelling marks more accurately that he is considering moving on into the field of habit and character rating, following a plan somewhat like that proposed for using the fourth report card.

A much smaller high school, applying the third scheme of keeping scholarship and effort separate in the pupil's marks and using the code of concrete acts with a view to effecting behavior, found the correlations between mental ability and achievement running as high, in a few cases, as .85 with seldom a case below .60. The general opinion of the principal, superintendent, and numerous visitors was

that this school also made very rapid progress in control of the behavior problems of students.

These figures prove nothing. They are simply straws showing how the wind blew at certain times and places. It seems reasonable to suppose that if a number of competent high-school principals and their faculties undertook to use a scheme like the last one described here and worked at it enthusiastically they might find it of advantage.

Some of you will wonder why I have omitted to speak about bell-shaped curves, percentage-marking versus letter-marking, and a number of other interesting things. I feel that there has been enough chatter about each of these topics for the present. The report of 1922 is particularly sane and clear on this subject. If this paper does nothing more than to stimulate some of you, as it has me, to review that report and to do something thoughtful about it, it will not have been in vain.

*Conclusions.*—Summarizing, this paper has been prepared to bring before you two of the writer's convictions.

*First Conviction.*—To include in an algebra, English, or history mark,—in a word, in *any* subject mark,—anything but knowledge and skill in the subject in question is unscientific. Not only is such a practice unscientific, but the labor involved in doing it honestly is impractical and the outcomes probably undesirable both socially and educationally.

*Second Conviction.*—If one wishes, and we all *do* wish, to make changes in the habits, attitudes, and traits of character of pupils in the secondary schools, it is desirable to attack the problem directly, calling the attention of each pupil in a proper way to a few good habits he has and one or two he ought to begin at once to acquire. If this is well done the laws of learning involved in *purpose, practice,* and *satisfying outcomes* will take care of the changes in habits, attitudes and character which are desired.

*The Principal as a Manager*, was the subject of a paper read by C. V. Courter, Principal of Flint Senior High School and Junior College, Flint, Michigan.

Bernard Ross, Principal of East Hartford High School, East Hartford, Connecticut, read his paper entitled *The Marking System*.

### THE MARKING SYSTEM

BERNARD ROSS

EAST HARTFORD HIGH SCHOOL, EAST HARTFORD, CONN.

I find myself in most hearty agreement with many points brought out by the previous speaker. He has given an excellent account of what he considers the proper criteria for marking. I am sure that we all agree quite fully with him in the view that it is quite unwise to denote by a single mark a pupil's achievement in both scholarship and citizenship. It, furthermore, appears to be equally as absurd to assign a mark in which weight is given both to achievement and to effort, because we are then marking the latter quality twice. To avoid this confusion it seems to me much better to record the quality of effort separately, as the speaker has suggested.

Let us now consider for a moment the method he has devised for marking effort. Figure three, "Teacher's Record Sheet," together with "Effort Chart" referred to in his paper, shows an excellent and scientific way of recording effort. To quote the words of the speaker, "In Column 1 of the class record sheet appear the names of the pupils arranged in the order of their P. L. R.'s (probable learning rates). P. L. R.'s and ranks appear in Column 2. Columns 3, 4, 5, and 6 contain achievement ranks determined by objective tests or examinations of the newer type, Column 6 containing the final ranks for the marking period. In Column 7 is recorded for each pupil the difference between the rank in P. L. R. and the rank in achievement. Counting that effort *satisfactory* which shows a displacement of less than 20% of the possible displacement, and all other effort *superior* or *unsatisfactory*, accordingly as the displacement in achievement exceeds or falls below these expectations based upon the P. L. R., this class shows (Column 8) *six* 'A' (superior), *thirteen* 'B' (satisfactory), and *six* 'C' (unsatisfactory) effort marks." This seems possibly good for administrators, who desire to make a careful and scientific evaluation of effort as an element in achievement, and doubtless most trained men could interpret the scheme outlined. But would the parents, pupils, and many of the teachers understand this scheme if they were called upon to explain

its meaning? I am fully assured that it would be rather confusing for many teachers, and practically meaningless for most parents and pupils.

Now, if I recall correctly, Professor Franklin W. Johnson has pointed out in his discussion of marks that one of the main purposes of marking is "to acquaint the pupil and his parents from time to time with the degree of success with which the pupil is meeting the standards of accomplishment set up in the various subjects." There can be no questioning the fact that this statement is true, for if it were not true we should scarcely sanction the laborious task of making out report-cards several times during the year to be sent home to parents. Consequently, it seems to me that such a system for marking effort, although it is excellent in itself and scientific in its form and technique, only adds another complication to our already much criticised system.

Furthermore, the critic of educational practices has been harsh, although at times just, in his criticism of our so-called "Marking System." He has urged, for example, that marks are arbitrary and not real measures of attainment; that it is impossible to give accurate marks; that at best they are merely guesses by individuals, as shown by the fact that teachers when put to the test of marking certain definite forms of school work show no consistency of judgment. It seems to me, however, that these criticisms directed against marking are not so much criticisms against marking as such, as against *improper methods* of marking. In reality we may be said never to have had a marking system but rather a variety of marking practices, and that these practices have been anything but systematic. They have grown up by chance and more or less aimless experimentation, rather than because of any foresight on the part of those who devised them.

That our present methods are entirely inadequate and unsatisfactory, no one who knows the facts can doubt. Dr. H. O. Rugg in his article on "Teachers' Marks and the Reconstruction of the Marking System" (Elementary School Journal XVIII, 701-719) states that there are three apparent reasons for this: "(1) The striking variability in teachers' marks; (2) the unreliability, the lack of consistency, with which teachers mark; (3) the inconsistency in the way in which teachers distribute their marks." These reasons are substantiated by extensive investigations as shown by such



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articles as "Variability of Judgments in Equating Values in Grading," by Alexander Inglis, (*Educational Administration and Supervision* II, 1916, 25-31); "Teachers' Marks and Marking Systems," by H. O. Rugg (*Educational Administration and Supervision* I, 1915, 117-142), and many other articles which might be mentioned if time and space permitted.

Perhaps it would be of interest at this point to note that Dr. J. Crosby Chapman and Myra E. Hills in their article "Statistical Study of the Distribution of College Grades," (*Pedagogical Seminary* XXIII, 1916, 204-210), pointed out that even the marks of college instructors within the same department showed a very wide variability. For example, one instructor in several years of marking gave four hundred per cent more E's than another instructor, and so on.

Now, just why are teachers' marks variable and inconsistent? For two reasons: First, teachers in marking pupils do not measure the same trait or group of traits; second, they do not have a common scale for evaluating definite amounts of the traits measured. To convince yourself of the truth of these two statements, you have only to ask the members of your staff at your next teachers' meeting to report the items which they consider a basis for marking. Their answers will record for you the significant story. If you need further proof, recall what Frederick S. Camp, now State Supervisor of Elementary Schools for Connecticut, found, in canvassing the situation with his teachers while Superintendent of Schools in the city of Stamford in that state. It is found in "School Review," December, 1917. He states that the group of teachers said that they mark—"improvement," "ability," "seriousness," "purpose," "moral qualities," "interest in work," "equipment." The English department, for example, marks "conscientious work," "improvement and ability," while the commercial department marks "accuracy," "neatness and promptness," "honesty," "courtesy," and "seriousness." The history department marks "endeavor and improvement."

Another interesting study in this field is the one described by Professor Franklin W. Johnson in the chapter on "Marks" in his new book, "Administration and Supervision of the High School." To quote Professor Johnson exactly: "A graduate class in high-school administration, composed of principals and experienced teachers, was asked to report the items which they considered as a

basis for assigning semester marks. The faces of the members of the class, when the assignment was given, gave unmistakable evidence that most of them did not know on what they based their marks. Forty-three individuals reported more than seventy-five items." This list of items in many instances shows indefiniteness and vagueness in the mind of the teacher. For example, such items as cleanliness, use of leisure, nervousness, and malnutrition, so far as their meaning may be inferred, have no justification in themselves as a basis for assigning marks.

What then *should* be measured by teachers' marks?

From the many articles that have been written on this subject it seems to me that the one trait for which teachers' marks ought to give a measure, complex as the term may be, is *the pupil's ability to do, or to achieve*. In this connection we should remember, however, or so it seems to me, that we are not measuring ability as such, but estimating it from the pupil's several specific performances. In other words, we should measure the achievement of the pupil in his several performances, and from this achievement we should estimate his ability to do. By this term, achievement, of course we mean the successful action or performance of the pupil in his use and application of his knowledge of facts, principles, and skills as acquired. Such qualities as interest, effort, concentration, initiative, and the like, are subsidiary to achievement, in that they have to do with habits, attitudes, and abilities which raise or lower the degree of achievement, and should be so considered.

From the foregoing it would appear it is quite necessary that the pupil's achievement should be measured in terms that convey definite meanings, and it seems quite evident that neither the number nor the letter, as used in our marking practices, has conveyed a like meaning to the student, to the teacher, and to the administrator. If these three sets of minds, all of which are closely associated in the work of the school, are not agreed as to the meaning of the symbols used to mark the results of instruction, can we rightly expect the parents, from their untrained and lay point of view, to be able to interpret these symbols? Most certainly not. For these persons for whom these marks are specially prepared, and sent home for their information and consideration, they usually denote one of two meanings: namely, passing or failing. Now it is an acknowledged fact that marks should define various degrees of achievement of school

children, and therefore should be submitted in terms that are intelligible to all. Since the common symbols of communication, especially when dealing with lay minds, are words, most certainly a marking system using words about whose connotation there is no doubt should be of much assistance in helping solve this troublesome problem.

It would seem clear that where numbers and letters, mere abstract symbols, have failed to carry to teachers, students, and parents the same set of evaluations, that some concisely worded descriptions of typical student performances, made as of the several levels of achievement and arranged in a kind of scale of successive levels, would help all parties concerned in the marking act to identify the several types and thus refer each student's performance to its proper place and level in the scale.

To this end, in the East Hartford High School, some two years ago, being dissatisfied with our marking system in use, it being one of the old types mentioned above, we began to devise such a worded description of types as herein described.

The following worded system of measures is used as a criterion for marking a pupil's ACHIEVEMENT in scholarship:

1. Preparation. 2. Application. 3. Knowledge of Subject.  
4. Use of English. 5. Progress.

1. PREPARATION refers to the pupil's skill and ability in qualifying for a particular end or purpose.

2. APPLICATION refers to the qualities of attention and initiative that mark the pupil's ability to contribute to the recitation or group product. These qualities are manifested through the depth of concentration, the originality, and the ingenuity applied in the pursuit of the subject.

3. KNOWLEDGE OF SUBJECT refers to the pupil's information concerning the subject, his comprehension of it, and his growth in ability to acquire information relating to it.

4. USE OF ENGLISH refers to the formation of speech habits which are grammatically, idiomatically, and rhetorically correct, and to the acquisition of a comprehensive and usable vocabulary for reading, writing, and speaking.

5. **PROGRESS** refers to the pupil's attainment, his development, and his proficiency in accomplishing the goals set, and in realizing the objectives to be attained.

MARK OF A—EXCELLENT

*I. Preparation—*

Methodical and constant in preparing assignments and enthusiastic in supplementing them.

*II. Application—*

1. *Attention—*

Constant and unusual in depth of concentration.

2. *Initiative—*

a. Designated by a high degree of originality and ingenuity in pursuit of subject.

b. Expressed in ability both to stimulate and to contribute to the group accomplishment.

*III. Knowledge of Subject—*

Superior in grasp, thorough, and comprehensive.

*IV. Use of English—*

1. Extensive in vocabulary, excellent in diction, correct in speech habits.

2. Rapid in comprehension and interpretation as a reader.

*V. Progress—*

So rapid as to make the student an outstanding member of the group.

MARK OF B—GOOD

*I. Preparation—*

Same as for mark of "A," but somewhat less energetic and original in supplementing assignments, and in making independent investigation.

*II. Application—*

1. *Attention—*

Same as for mark of "A," but slightly less notable.

2. *Initiative—*

Same as for mark of "A," but slightly less notable.

*III. Knowledge of Subject—*

Superior in grasp, but less complete in mastery than for mark of "A."

*IV. Use of English—*

Same as for mark of "A," but somewhat less notable.

*V. Progress—*

Rapid but not so rapid as to make the student such an outstanding member of the group as required for mark of "A."

MARK OF C—FAIR

*I. Preparation—*

Sufficient to meet the demands and suggestions of the teacher, moderate in the amount of supplementary work on own initiative.

*II. Application—*

1. Attention—

Satisfactory.

2. Initiative—

Appreciable when stimulated by encouragement and aid.

*III. Knowledge of Subject—*

Moderate in extent; sufficient to meet the teacher's requirements.

*IV. Use of English—*

Fair in vocabulary, in speech habits, and in diction; indicating the ability to read with a reasonable degree of comprehension.

*V. Progress—*

Steady and quite noticeable.

MARK OF D—BARELY PASSING

*I. Preparation—*

1. Barely sufficient to cover minimum assignments.

2. Characterized by little or no supplementary work.

*II. Application—*

1. Attention—

Fairly moderate and satisfactory, yet at times somewhat wavering and uncertain.

2. Initiative—

Slight or poorly directed, demanding much help and encouragement on new work.

*III. Knowledge of Subject—*

Mastery of a bare minimum for passing.

*IV. Use of English—*

Barely passable in vocabulary, in speech habits, and in diction; inefficient in power to read with comprehension.

*V. Progress—*

Slow, plodding, barely sufficient to attain minima in tasks and goals as set.

MARK OF F—FAILING

*I. Preparation—*

Careless, inefficient, exhibiting indifference, and lack of thoroughness.

*II. Application—**1. Attention—*

Wavering, intermittent, not dependable, generally unsatisfactory.

*2. Initiative—*

a. Little or none, misdirected.

b. Characterized by inability or unwillingness to follow directions.

*III. Knowledge of Subject—*

Very meager, fragmentary, and quite inadequate.

*IV. Use of English—*

Very deficient in vocabulary, slovenly in speech habits, and careless in diction; inferior in ability to read understandingly.

*V. Progress—*

Inappreciable.

This system is based on the report on "Standardizing and Making Uniform Teachers' Marks," submitted in 1922 by a committee of the National Association of Secondary-school Principals. We do not claim that the system is perfect nor has it cured all the evils of the old marking practices, but we do believe that it is a long step in the right direction. A copy of the plan is given to each pupil and copies likewise are sent directly to the homes. The parents and the pupils are given the opportunity thus to acquaint themselves thoroughly with the scheme.

As a result there is closer coöperation between the home and the school. The parent has a much clearer conception of the value of the pupil's mark and feels more fully convinced that marks mean

more than merely passing or failing. The pupil knows more definitely the criteria for his marks; consequently he shows more interest in his tasks and works much more diligently. As a proof of this last statement, permit me to exhibit a record of improvement in scholarship in the English Department of our school, which we believe due to the use of a better marking scheme. I choose the English Department, since English is a required subject, and affords a fairer test of the system. The new scheme was put into effect in September, 1924, hence I shall compare the quarterly reports in scholarship during the school year 1923-1924 under the old system, with those during the school year 1924-1925 under the new system.

	OLD SYSTEM			NEW SYSTEM	
	Per Cent Passed	Per Cent Failed		Per Cent Passed	Per Cent Failed
Nov. 1923	90	10	Nov. 1924	92.3	7.7
Jan. 1924	92	8	Jan. 1925	95	5
Apr. 1924	86	14	Apr. 1925	92	8
June 1924	88	12	June 1925	89	11
			Nov. 1925	97	3
			Jan. 1926	92.3	7.7

The teachers are very enthusiastic about the system for it gives them something more definite upon which to judge the pupil's achievement. I might tell you at this point that, although there is still chance for improvement, the distribution of marks by departments approaches more nearly the normal curve of distribution.

In closing I want to explain very briefly how we use the system. In the first place, there are no mathematical calculations necessary in order to determine a pupil's mark. The teacher places the pupil in the group, the description of which on the scale most nearly fits his accomplishment. Of course no pupil's achievement exactly fits any one of these descriptive levels in all of the details therein catalogued. But the scale of marking is used just as is the Thorndike or Ayres Scale for handwriting, or the Hillegas Scale for composition. In the use of these scales we are considering general merit, and place a sample at the point on the scale which has most elements in common with the sample under consideration. Likewise with *our marking scale*, the teacher compares the pupil's performance with the several descriptive types on the scale, and assigns the value of the one which has the largest number of elements in common with



the pupil's performance under consideration. In the use of the Thorndike or Ayres Scale, or the Hillegas Scale, as referred to above, as we all well know, the teacher when in doubt refers her sample to the step above, or the step below, her first assumption, and by a simple determination of "better" or "poorer," arrives at her final evaluation. Likewise in the use of our scale, the teacher decides quickly upon an assumption on the basis of common elements involved in the pupil's performance and one of the types of the scale, and then if not fully satisfied, mentally tries out matching common elements in the performance with the type described in the next step above or the next below. However, in actual practice, what happens is that the teacher soon becomes thoroughly familiar with the several types as described on the scale, and simply assorts her papers or groups her students, in five separate groups, accordingly as each fits the description she holds in mind.

Now, confessedly, this scale is not scientifically calibrated, nor do we believe it necessary that it should be. In fact, the old letter and number systems have *never been so calibrated*. It could never be said that a "B" stood for a quality of scholarship just exactly as much superior to a "C" as a "C" is superior to a "D." In other words, the steps have never represented equal increments of scholarship, even when a 100 per cent system of marking or judging was in use by the teacher, and this is true for the simple reason that the basal teacher's judgments were mere guesses.

We are prepared, then, to claim that the system here proposed, and now in use in our school, for the past two years, has merits far in excess of any of the old letter or number systems, and that this is particularly true in that it seeks to use carefully worded or described types of scholarship, and in terms of such clarity that all persons concerned, whether teacher, student or parent, can clearly understand its terms.

## THE PRINCIPAL AS A MANAGER

C. V. COURTER,

PRINCIPAL OF FLINT SENIOR HIGH SCHOOL  
AND JUNIOR COLLEGE, FLINT, MICHIGAN

The principal of a large modern high school who is attempting to direct a school organization and a school program built on 1926 lines finds himself rapidly taking on new tasks and new responsibilities. He has regarded himself these many years as primarily a supervisor of instruction. But each passing year finds some new activity demanding its share of his time and energies. A new program of secondary education steadily assuming form and substance is pulling him farther and farther away from his classrooms, and now and then he asks himself just what are my functions. To come down quickly to a statement of what seems to be the trend of his new tasks, the time is not far distant when he can with entire peace of mind and in all propriety regard himself in what will really be his fixed capacity, the manager of a great social institution.

In the use of the term social institution as descriptive of the modern American high school, there is a wealth of significance. The progressive high-school principal recognizes that the supreme task, to-day of the institution in his charge, is the training of American youth for complete living in a social democracy. To that end the high school becomes a co-operative community of young Americans engaging in most of the activities of community life. It is a community within a community. But above all it is a real community in the fullest sense of the term with real community activities which it conducts and real community problems which it attempts to solve. Thus, as a community it maintains its own bank, publishes its own daily or weekly newspaper, operates its own government, conducts various service bureaus, carries on several businesses, organizes and directs a social and recreational program, accumulates property, has its own theatre and orchestra, produces its own shows, has a library, a stadium, a band, and so on through the whole list of community activities; it finances its varied enterprises through its own efforts with the single exception that it pays no salaries to its expert advisers, the teaching staff, and its library and certain standardized school equipment is furnished by the larger adult community.

Such is the true nature (becoming more so with each passing year) of these social institutions that we call modern American high

schools. Let us frankly recognize then that the head of such an institution can no longer be considered to be primarily a supervisor of instruction although this is and will always remain one of his very important functions. Rather let me here give expression to what for some time has been in the minds of any of us who are principals of large high schools, namely, that our chief function is institutional management and that our several values to these great social institutions that we manage lies in the order of their importance: 1st, in the vision we possess of the ideal future democracy toward the attainment of which we direct the training activities and the thinking of the school communities in our charge; 2nd, in our power of school community leadership; 3rd, in the extent of our managerial abilities and skill; and 4th, in our ability to organize and supervise at long range the instructional activities that are carried on in the classrooms of the institutions we manage.

With this view point as a background it is the purpose of this paper to discuss what is to be one of the chief tools that will be employed in the successful management of this truly great social institution, the American high school. This tool is adequate machinery of accounting.

Until recent years accounting as applied to the management of a public school had no significance except as it was sometimes used to describe certain bookkeeping activities carried on in the business offices of the school system. The managing of a public school was purely a matter of guess work. The man who was possessed of good judgment, who was a good student of human nature, and who did not wander too far from the beaten paths was a successful school executive. But with the coming of the scientific movement in education and its resulting search for truth, the demand has grown increasingly persistent that executive decisions and school policies be based upon actual facts. Guess work will no longer do. What are the facts? There is but one way in which the facts can be known. They are to be arrived at as a result of painstaking and careful study of adequately conceived and intelligently designed records of every activity carried on in the name of education inside our school buildings. This is the real significance of accounting to whomever would aspire to the successful management of the American high school of the not far remote future.

There are three distinct types of accounting necessary to the complete management of a modern high school. They are: (1) pupil

accounting, (2) institutional accounting, and (3) student activity accounting. Each of these forms of accounting has a distinct technique of its own, but in the purposes each serves they have much in common. In fact these purposes are no different than the purposes of accounting in any enterprise, which are: (1) to furnish the management of the enterprise with facts upon which to formulate policies and base decisions, (2) to reveal extravagance, waste, inefficiency, and sometimes dishonesty in the activities of the personnel, and (3) to protect all honest participants in the enterprise. The modern high school represents a tremendous investment in plant and machinery. It operates to bring the activities of trained workers to bear upon pupil-material for the purpose of effecting desirable changes in this material. It takes unsocially-minded, socially untrained, and self-centered pupil-material and out of it seeks to create socially effective members of the social order. Its products are the health, knowledge, habits, attitudes, skills, ideals, and increased capacities of its pupils. In its various processes it consumes large quantities of supplies, uses up equipment, and handles large sums of money. Certainly, the major purposes of accounting have a significance in this undertaking that is at least as great as their significance in other enterprises of less vital importance.

The time available for this discussion will permit little more than a bare statement of the nature of the three types of accounting that are necessary in the management of our schools.

Pupil accounting concerns itself with the securing, classifying, and recording by the school of facts and information necessary for a complete accounting to the community for the raw pupil-material with which the school is charged. Some of this material is badly damaged, physically, mentally, and morally before it reaches the school; the accounts need to show this. Some of it is insufficiently trained before it reaches the high school; the accounts should show this. Some of it is very fine material, especially adapted to very special purposes; this also the accounts should reveal. And some of the material is of such a nature that it needs to be sent to a special school and charged off from the accounts of the high school. The success of the operations of the school upon the material it receives also must be recorded. Thus, pupil accounting records all salient facts about the pupil from the age he comes into the school census until he leaves school to go to work or graduates from the high

school. In the high school these records embrace the student's athletic record, his qualities of school citizenship, his social traits, his mental capacities, his vocational aptitudes, and the nature of his successes or lack of success; in short, whatever is significant about the student that may aid in his educational, vocational, and moral guidance. Pupil accounting of this nature is still in its infancy. Its surface has suffered little more than a few scratches. Wide awake high-school managers are bending their efforts toward its development.

Institutional accounting is a term the professional accountant would apply to the machinery necessary to account to the community for the thousands of dollars' worth of supplies that are poured into our large high schools annually, for the equipment that is being maintained and added to constantly, and for the thousands of dollars in cash that come into high school offices each year from fees, fines, lock deposits, tuition, rentals, etc. This all represents materials and money that are the property of the community, for the efficient handling of which the principal should consider himself accountable to the community. The efficiency with which the institution is administered is dictated by the thoroughness and adequacy of this kind of accounting. Frequently this accounting is directed from the business office of the board of education. In such cases it is merely bookkeeping. More properly it should be under the direction of the high-school principal who alone is chargeable with the efficient management of the institution in his charge and who alone is able to effect improvements in management on the basis of the facts that such accounting should reveal. These facts in turn have significance only when they are related to the educational activities that gave them rise.

Student activity accounting is necessitated in the modern high school by the accumulation of funds by the school's numerous student organizations. The amount of money that comes into a large high school in a single year from the activities of student organizations and goes over into the purchase of equipment and the paying of the expenses of the activities is truly amazing. In the Flint Senior High School, to select one example from many, enrolling 2,000 students, from Jan. 1, 1925, to Jan. 1, 1926, this sum in round numbers was \$36,000.00. With this amount of money passing through the hands of students annually the necessity for leak-proof management and careful accounting is apparent. The development of this form of

accounting is by no means an easy task. It is strictly an educational task and one that is wholly the responsibility of the high-school principal and his assistants. Certain trends are in evidence. More and more student activities are becoming knit together into one general organization under central management. These general organizations are gradually assuming the character of a school community organization. Ultimately this form of accounting will be of the nature now employed by community associations in the adult community. In some of its features it will in all probability eventually resemble certain phases of municipal accounting.

So much for these tools of efficient management. Their importance is not to be underestimated. They are the means by which management may be intelligent. Only by their full use can waste, extravagance, and misdirected energy be fully discovered. The progressive manager of the modern high school will give his best thought to their complete development.

It is thus, then, that we may glimpse the high-school principal of the immediate future: the manager of a great social institution, discharging the complete responsibilities of institutional management, employing all the tools of the successful manager, keeping accounts of the varied activities under his management, knowing the significant facts about his school and his pupils, and on the basis of these facts ever refining the processes by which raw human material becomes trained to discharge its social responsibilities effectively. Manager, the leader of a school community, educator—challenging truly are the tasks that are just ahead of him.

Mr. A. J. Burton, Principal of Theodore Roosevelt High School of Des Moines, Iowa, read a paper on, *How I Supervise Student Organizations*, by J. E. Marshall, Principal of Central High School of St. Paul, Minnesota.

## HOW I SUPERVISE STUDENT ORGANIZATIONS

J. E. MARSHALL,

PRINCIPAL OF

CENTRAL HIGH SCHOOL, ST. PAUL, MINNESOTA

Anyone who watches trends and developments in secondary education cannot have failed to observe the increasing attention given in educational discussions and writings to semi-curriculum and extra-curriculum activities. Semi-curriculum activities, i. e., the æsthetic arts, have, for several decades, enjoyed the limelight whenever some critic arose to denounce them as fads and frills. Extra-curriculum activities, which frequently came into our high schools by the back door and were tolerated as more or less necessary evils, are, in recent years, coming to receive recognition once accorded to strictly classroom activities only.

One of the first authors to give expression to our present day attitude was Inglis in his "Principles of Secondary Education," 1918. He gives two pages of a volume of over seven hundred pages to a discussion of this topic. He opens his argument by saying, "The secondary school has constantly tended to draw a sharply dividing line between education through the curriculum and education through various activities which have developed apart from curriculum demands. This tendency to isolate the two fields of education cannot be justified. Properly organized and directed, the extra-curriculum activities of the secondary school can be made instruments of education by no means inferior to many phases of the work included within the curriculum proper." The remaining paragraphs of the article are an expansion and a defense of this thesis.

Favorable recognition is still, however, a matter of degree both as to kinds of activities allowed or fostered in different schools, and the position they shall hold relative to the other functions of the school. Differing attitudes, also, are still to be found in any corps of teachers toward some or all forms of extra-curriculum activity. A person born with an academic mind, or one who has become a hidebound specialist in some academic subject, will not always see eye to eye with his less formal minded co-worker. I have found some principals even who didn't agree entirely with me in this connection.



One thing seems certain; extra-curriculum activities, in an ever increasing number, have come to stay. Granting this, two things, at least, are necessary; first, a rational justification of these activities—a philosophy which each administrator must accept or work out for himself; and second, an effective method of their organization, direction and control. It is with the second problem that this paper is more directly concerned. The two are, however, so interdependent that a short statement of our underlying theory is necessary. Quoting Inglis again, "The majority of extra-curriculum activities have developed from strong spontaneous interests which the school needs, not to arouse, but only to utilize and direct. Experience has shown that interest in certain forms of extra-curriculum activities can do more than any other one factor to unify the pupil body of a school."

The author of this paper finds himself in close agreement also with certain paragraphs in "The Self-Directed School" by Miller and Hargreaves.

"Youth may come to full-orbed self-realization when individualism is guaranteed and fostered and the genius for coöperation is developed. The school, as an institution, is the only one of the eight institutions of society in which each member of our adolescent population may become, within a 'free' controlled environment, an *activity of the institution*. This means that those who manage the school should begin to realize the need of seeing the school as a *practicing ground of our democracy*." Again, "The school comprises four major interests—athletics, group activities, social activities, and studies; the first three are group interests, while a study is an individual interest."

If we accept these propositions—the school a practicing ground of our democracy, and this practicing to be carried on largely through self-directed activities as working hypotheses we have a philosophy which will govern our attitude toward, and our organization of both semi-curriculum and extra-curriculum activities. Guided by our philosophy we welcome and foster rather than discourage or remain lukewarm toward them. We seek to secure the intelligent coöperation of our entire teaching staff in connection with these as well as with strictly curriculum activities. We have as our aim, every teacher and every pupil participating, to some degree, in one or more activity outside the regular classes. It is only by such participation that the school takes on color and meaning, and the pupil, instead of



feeling that he is marking time in an institution divorced from life, comes to know that the school, with all its varied interests, *is* life. School thus becomes a great adventure, challenging the best that is in him. The individual desiring the approbation of his fellows puts forth his best efforts to coöperate with them to achieve success in their common undertaking.

These results cannot be attained in a day. Often it is an ideal approached but never reached. There are no set formulæ by which the problems may be solved. Being life, it becomes a game played without set rules with no answer in the back of the book. The program is never complete, but is subject to change without notice. Results are obtained often by the trial and error method. Ideas or plans that work out more or less perfectly under one set of conditions, may fail utterly with another group of pupils. Of one thing we may be sure, unheard of problems have a way of arising almost constantly. Every principal knows by experience that many hours must be given daily, by himself and his organization, to handling these activities successfully.

In spite of my enthusiastic endorsement of extra classroom activities, I do not wish to have it understood that I am apt to confuse the side show with the performance under the main tent. This, however, the student body is more than willing should occur. Also, if we as adults commit weird errors, political and other, in the name of democracy, we can scarcely hope for a successful outcome if we turn loose adolescent youth in our school for democracy without providing careful guidance and numerous checks and balances. This supervision need not be so much in evidence as to destroy or unduly hamper proper pupil initiative. It may vary, also, with the age and experience of the various groups. A well thought out policy, with definite provisions to which one strictly adheres, will eliminate a great deal of wear and tear and anticipate many problems before they arise. With foresight and careful planning a sort of school technic may be built up and modes of procedure, finally growing into traditions, may probably result.

Granted that student activities have been accorded proper recognition in a high school, the administration finds itself constantly confronted with at least three or four fundamental problems. (1) Time for meetings, (2) necessary regulations for pupil participation, (3) proper supervision without too great a demand upon the

time and energy of the teachers or at too great a cost to the taxpayer. Different schools will have different solutions for these problems. In the school with which I am naturally most familiar the following illustrations will serve to indicate some of the things which have been done to meet these problems.

#### *Time of Meeting*

Some meetings, because of their nature, are held during the regular periods of the day, i. e., glee clubs, orchestra, dramatic club, stage force, scribblers club, editorial staff, etc. Other organizations must arrange to meet after school hours. To eliminate congestion as much as possible, one afternoon is reserved for societies, another for clubs, and a third for class meetings. The number of meetings for each organization is of course limited.

#### *Pupil Participation*

This is, of course, the problem most difficult of solution. How keep the number of organizations within reasonable bounds, and still provide maximum opportunity? How secure efficiency of operation and not allow individuals to engage in too many activities? How keep one type or class of activities, i. e., athletics, from holding a monopoly?

Membership of clubs, societies, and athletic teams is necessarily limited. On the other hand, class membership, and the electorate to the Student Council includes the entire student body.

In addition to our regular teams in major and minor sports, intramural athletics are open to any group willing to form a team in hockey, basket ball, kitten ball, and track. Tennis tournaments reach a large number of pupils.

In our weekly assemblies the programs consist almost entirely of pupil offerings. In the course of the year a large number of pupils are thus allowed to participate in musical or dramatic activity.

Our Student Council is an elective body composed of thirty members. Each home room elects representatives, one for each twenty-five students.

At a stated time each semester these representatives convene and elect from their number fifteen members of the council who shall serve for one year. All reports and communications to the student body are made to the home room through their representa-

tive. It thus becomes the duty of the room representative to see that the student body is kept in touch with the various acts of their council and to secure support for same. Every member of the student body has a voice in the election of the Council and in any discussions or referendums arising by reason of Council action.

Individual participation in too many activities, or the holding of too many offices by the same individual, is guarded against by the listing of all activities and offices as major or minor, and a strict limitation being placed on the number of either or both that any one pupil may carry per semester. This serves several purposes, among which are, equalizing burdens, increasing number of individuals belonging or holding office, and scattering the able students among the several activities.

#### *Teacher Advisers*

Every organization connected with our school has at least one teacher adviser. Some have two. In a few organizations, i. e., senior class, publications, and dramatics, the adviser is relieved of some classroom work and study hall duty. Each branch of athletics is managed by one of the men of the faculty (not one of the coaches). These men, together with pupils, elected from the four classes, constitute the athletic board, and handle all questions arising in connection with this activity.

In this connection the chief problems of administration are to find teachers with the requisite ability, personality, and willingness to act as advisers. With the exception of the few cases cited, advisership is a burden assumed in addition to the teaching load involving the expenditure of time and energy without financial reward. Happy the principal who has gathered together a group of teachers meeting the above requirements.

In this short presentation of our subject, I do not lay claim to having done more than state my philosophy of the place and meaning of extra classroom activities, and the enumeration of a few outstanding examples of how I am trying to work out that philosophy and meet the problems raised. As indicated in my introduction, I am dealing with life and growth, hence am not able to propose final solutions or exhibit finished products.

*Fourteen Points in Supervision* was read by Ross N. Young, Principal of John Marshall High School of Minneapolis, Minnesota.

# FOURTEEN POINTS OF SUPERVISION

ROSS N. YOUNG,

PRINCIPAL OF JOHN MARSHALL HIGH SCHOOL,  
MINNEAPOLIS, MINNESOTA

Education consists of taking children as they are and in making them as far as possible what they ought to be. If the blue spectacle of Wells sees "a race between education and catastrophe," we must recognize the very serious responsibilities of the public school. The child of to-day will be the adult of 1940 and 1950 who will see a far different social order. Secondary education, generally speaking, is not preparing its charges for the inevitable new day.

There are several reasons why secondary education has not come into its own. The high school has not yet become a socially democratic institution; it is still a selective agency. Every subject in the program of studies was placed there because of opinion. No single subject has been placed as a result of frontier objective thinking or scientific investigation. Teachers and principals have no adequate preparation for their *profession*; we entered the *job* of teaching with much information about some subject or academic interest and with little equipment of method. The academic flavor still smacks sweet. Colleges of education have with very few exceptions no organized program of research. We need a national organization of research with a decimal classification. Comprehensive programs of investigation, such as the reading investigation at Chicago or the social science studies at Lincoln, are necessary substitutes for the present highly unorganized but vital methods of research. Recent year-books are encouraging. Elementary education has been more fortunate. It has had the benefit of most of our scientific work. Furthermore, colleges of education have ignored or feared the very important field of personal qualities. Picture the tragedy that awaits some of our prospective teachers and graduate students. The mild-mannered, be-spectacled, blinking, kindly novice takes charge of a class of thirty-five boys. You know the result.

*"Sheep-skins do not a teacher make  
Nor Kappa keys, a school."*

Colleges of education must immediately recognize their responsibilities of practicing some of their own preachments. Vocational

guidance demands the elimination of the willing but weak, the studious but stuttering, young doctrinaire who speaks so loftily of the failings of the public school, who writes such crushing reviews of articles and books written by wiser men, but who for some reason is constitutionally incapable of teaching children and making the social adjustments that are constantly necessary within the classroom.

Finally, the responsibility is ours. Education is all important. The desired outcomes will be secured only through an efficient teaching act. We have been and still are responsible for the improvement of method. Granting all the criticisms suggested in the previous paragraphs, we must improve the teaching situation. This paper will suggest fourteen ways that have been used to improve classroom method. Supervision is a much larger function than inspection or visitation. It includes all devices used to directly secure more efficient teaching. In the final analysis, we aim to secure changes in children. These changes are engineered by teachers who use some kind of method. The building is erected and the principal is selected solely to bring about these teacher-pupil changes. What are some of the things that principals are doing to modernize and improve their teaching service? These fourteen methods have been used:

1. The principal must think in terms of objectives. He must place his academic interests in the background and cease to think in term of subject matter. He must be able to use the educational telescope.

2. The principal must have the scientific attitude. He must be able to use the educational microscope. Facts not forensics, evidence not bias must guide him. Our methods must be settled in the quiet atmosphere of the educational laboratory, not in the noisy forum where opinion makes advocates instead of educational judges.

3. The principal must objectify his school. It is one thing to yield a vocal approval to a set of objectives; it is quite another thing fearlessly to accept the consequences of this decision. Most of us believe in objectives—*on paper*. Too often the very important lists of facts, interests, ideals, habits, and abilities lie in some drawer or on some shelf to collect dust. Agreement on ultimate objectives and on most of the sub-objectives is well-nigh universal, but few schools are actually doing objectified teaching. Much of our failure

is due to the pedagogical tendency to accept beautiful general principles and still pursue a path along the same old classic-steeped rut.

4. The principal must have teachers whom he can trust to carry out the policies of the school. This assumes that the principal is capable of having an educationally valid platform. Too often progress must come from teachers hungry for professional leadership. A principal needs teachers who are congenial and loyal, who are unafraid of work (for teaching is hard work), and who have the modern and scientific attitude. The welfare of our children requires the elimination of the disloyal, the lazy, and the unfit.

5. The principal should issue professional bulletins which lay out school policies and give references to significant educational activities. There is a great virtue in having something definite in black and white.

6. The principal should encourage professional reading and study. Some systems allow certain privileges for advanced work. Many principals have study clubs and professional libraries. Each teacher at Marshall pays two dollars a year to the professional fund. This fund affords an annual purchase of a hundred dollars' worth of professional books and magazines. The principal's fund makes possible more books, and contributions of books are frequent.

7. The principal should encourage membership in professional organizations and attendance at professional meetings. Most teachers wish to have such membership and attendance.

8. The principal should encourage visitation. Teachers and principals gain much in visiting other schools and systems. Such visitation is not always possible. Much can be gained in the exchanging of visits within the building.

9. The principal should hold few teachers' meetings, frequent group meetings, and numerous conferences. Public discussion in large groups rarely gets anywhere. Witness the Senate. Most, if not all, faculty discussions are pure waste. A popular assembly loses efficiency in self-handling in geometric proportion to the increase in its size. That is why we accept or reject or sometimes amend committee reports. Group meetings of teachers of the same department or of teachers with a common problem are valuable. Most important is the personal conference in which the teacher may freely lay his problem before a human and humane principal. If the teacher has the

qualifications mentioned above, if he can be trusted, the conference can accomplish much. It is possible to have a subsequent visiting of classes by the principal which the teacher will welcome and enjoy.

10. The principal should arrange demonstration lessons by superior teachers. Above all, the principal should give demonstration lessons. It is one thing to talk and quite another thing to do. If we had more demonstrations by principals, we should have less arm-chair pronouncements. In the last fourteen school months Marshall has had approximately thirty demonstrations. The teachers have learned much more from each other than they have learned from the principal. Several teachers have completely raised themselves to modern efficient standards because they knew that a series of lessons would be witnessed by a large number of efficient, well-informed teachers. From time to time the principal should take a class for a semester. He can demonstrate his theories and will more readily get the teachers' and students' view-points.

11. The principal should encourage freedom and experiment in method. Agreement on objectives and their attainment are the important criteria. A loose freedom based on amateur opinion should be discouraged, but, subject to agreement on objectives and attainment of results, alert teachers will initiate many effective devices. The principal should visit the class as a friendly helper who may be able to suggest means of avoiding waste motion.

12. The principal should place emphasis on the product. We have too much superheated atmosphere in education. We hear too much talk about what we are going to do and how we shall do it. Much of the educational news in the press and many of the articles in our educational journals are nauseating. Publicity seekers want something different, something spectacular. We need more talk about results, our product. The school with a superior product has a right to legitimate publicity, but we should shun the spectacular and the shallow as we shun the plague. We have too little emphasis on product and too much of that domestic dessert prepared from the stewed product of the orchard. "By their fruits ye shall know them." Some of our highly advertised schools turn out an inferior product. Some of our experimental schools are alleged experiment and no school. There are individuals who receive fat fees for speaking to conventions and who palm off on the educational needy experiments and ideas initiated by others. Some of this gentry are from schools whose



product is inferior to many of the schools represented here to-day. The American high school must place its entire emphasis upon the product. We must locate the schools that turn out a superior product and scientifically determine the causes of that superiority.

13. The principal must have a program of informal and standard objective tests. Claims and counter-claims will not suffice. Unless there is objective measurement of the product, there can be no legitimate conclusions.

14. The principal should privately discuss unsatisfactory results and publicly acknowledge superior results. When there is a perfect understanding between teacher and principal, when there is a satisfactory agreement on objectives, when there is a proper measurement of the product, the supervisor and the supervised can have a friendly and impersonal discussion of less than satisfactory results. The right kind of teacher will not only be frank in admitting unsatisfactory results; he will even take the initiative if his frank honesty gets the proper reception. Again, teachers are not over-paid. They can get an immense personal satisfaction from a good piece of work and are entitled to public acknowledgment.

The methods suggested above will eliminate the unfit and develop the potential teachers. This program of supervision will encourage initiative, intellectual honesty, and sound practice. Education has moved forward, but the responsibilities of the secondary schools are tremendous. The position of a high-school principal is the most important position in the educational field. The high-school principal can not be a man of research; for educational evidence he must go to the quiet scientist in the laboratory. The research man can not, on the other hand, furnish administrative leadership; that is not his field. The individual teacher is an expert in his field and does not have the broad, catholic, impartial vision that the modern principal must have. The principal must take his position between the teacher with "years of successful experience" and the man in the laboratory who can not have public school contacts. We must have teachers, educational scientists, and principals. In this trinity the principal holds the strategic position. In his hands, in the final analysis, lie the possibilities for the improvement of instruction. He must humanly and effectively apply the evidence of the educational microscope and the educational telescope.



Mr. E. B. Comstock, Principal of North Dallas High School, Dallas, Texas, confined himself to his manuscript in giving his paper, entitled, *How I Control Student Organizations*.

## HOW I CONTROL STUDENT ORGANIZATIONS

E. B. COMSTOCK,

PRINCIPAL OF NORTH DALLAS HIGH SCHOOL OF DALLAS, TEXAS

A few years ago, student activities were not considered a part of the work of the school system to be studied and planned and provided for. If they existed at all they were wholly in the hands of unsponsored students. Their importance or desirability was not recognized by the school administration. Often their state of existence was not worthy of recognition. The only way to control them was to abolish them, and many schools did so.

To-day student activities are under direct faculty supervision. School men see that organized athletics develop virile manhood. Dramatic societies train the pupil's histrionic ability. Debating societies encourage the student's ambition along forensic lines. Radio Clubs, Audubon Societies, Hi-Y Clubs, Girl Reserves, etc., furnish opportunities of which many high-school students take advantage.

The fact that the speaker recognizes the worth of these activities does not cause him to believe that the classroom work is not the most important part of the school system. To get one's lessons well, to carry out the instructions given by the teachers and others in authority, to seek after truth whether it be in the field of science, history, or mathematics and to train the mind to appreciate art, literature, and music is a most worthy aim for any student to possess. The classroom work may consist of shop work, mechanical drawing, or vocational work. It is the foremost duty of the pupil to endeavor to excel in whatever work he has selected or to which he has been assigned. It is his first duty to be a student.

But even though this is our belief in the matter, we recognize the fact that student activities in a large cosmopolitan school system form a very important part of the life of the school. Under no conditions should these activities be allowed to go undirected, to follow merely the whims of student groups, or, to run themselves in a haphazard fashion. Each situation must be studied as it is. No two

are exactly alike. Rules of procedure, therefore, that would apply to one situation might be inadequate for another. The principal of the school is the man to study the local situation. If he does so he will find that certain problems will inevitably arise, some of which we shall consider at this time.

For the purpose of this discussion we shall consider extra-curriculum activities as those activities in which organized groups of pupils participate and for which no scholastic credit is given. These activities should come within the power of the school to regulate. Those activities which the school cannot control and which take place away from the school building should not bear the school name or be classed as extra-curriculum activities of the school. A dance at the country club, arranged for entirely by students with no faculty supervision, is not a school affair. Newspapers in reporting it should not use the school name in connection with it.

In the few moments allotted to me I shall endeavor to discuss a few of the problems of extra-curriculum activities which appear to be most universal. They are as follows:

1. The teacher and his relation to student activities.
2. The allotment of time for various clubs and organizations.
3. The handling of finances.
4. School records for and the weighting of various activities.

Each one of these problems should be studied by the principal of his respective high school, and from that study he should arrive at a definite policy of procedure.

The teacher's relation to extra-curriculum work brings up several questions:

1. How to get teachers willingly to assume these duties in addition to their classroom work?
2. Should extra award be given? If so, what should it be? Cash bonus, increase in salary, or reduced teaching load?

While it may be true that some teachers object to extra hours and are driven into these tasks with difficulty, it is the speaker's experience that most teachers willingly render these services if they think they are needed and appreciated. In order that student activities may be properly taken care of, each applicant for a teaching

position should be asked what student activities he is capable of sponsoring and is willing to sponsor.

An English teacher who is willing to sponsor and who is capable of directing a debating society is more valuable to the school than one who is equally as capable as a classroom teacher but who is unable to supervise debating. Each year in a large high school there are some changes in the teaching personnel. This last fall we entered upon our work with sixteen new teachers in a teaching force of fifty; and the turnover in Dallas is not heavier than in many other cities. But the qualifications of new teachers brought into the system from time to time should be checked as to handling groups of students outside of the classroom, so that the various phases of student activity work are not allowed to continue without expert supervision. It is very doubtful whether a teacher's ability to coach a debating team, to sponsor the work on the annual or monthly publications, to organize and keep interest in an Audubon club, etc., has been given the attention that it should receive by those who employ and assign the teaching staff. Taking precaution along this line makes the task of assigning extra-curriculum activity work less difficult for the principal.

To assign to teachers student activity work in which they are not interested and in which they have had no training is unwise. For this reason the speaker finds it of advantage to present the following as one of a list of questions to his teachers at the first meeting in the fall. The answers are kept on file in the office and are often used when additional help is needed along various lines.

In what extra-curricular activities are you most able and willing to participate? (Check.)

Class Sponsor

Athletics

Football

Basketball

Baseball

Track

Management of Athletics

Entertainments at night

Door-keeper

Handling tickets

Supervising and Assisting in

Hi-Y

Girl Reserves

Debate

Declamation

Minstrel

Boy Scouts

Literary Clubs

Monthly Publication

Annual Publication

Swimming

Girl Chorus

Audubon Clubs

Vocational Advising

Printing Office Supervision

Work on Educational Statistics

Counseling Pupils

Radio Club

Thrift Club

By thus putting the teacher on record as to his willingness to aid in these activities, and so far as possible, giving him a choice of extra-curriculum work, we experience little difficulty in securing the teachers' coöperation.

In the Dallas High Schools there is but one task of this nature for which a cash bonus is given, and that is the coaching of the senior play. For this work \$80.00 to \$100.00 is paid twice each year.

The teaching load is reduced for the athletic coach and for the sponsors of the school publications. The other work is done willingly and well by teachers who derive some satisfaction from well-performed service to youth. In our opinion this is the highest type

of award. Fortunate is the principal who has teachers to whom such a reward appeals. Even if a teacher wishes to look on this kind of service in a selfish way, it is a fact that promotion to a more lucrative position is often given to one who is seen to give freely of time and energy for the good of our youth.

*Time Allotment for Student Activities.*—The period of time that should be set aside for the handling of various student activities furnishes another problem for the principal of the school. It is evident to one who has studied this question that the time selected must depend upon the type of school organization; whether full or half-day sessions are held; whether the overlapping system is being used; and whether the school auditorium will seat the entire student body. Each principal must work out his schedule to meet his needs, and to correspond to the various conditions existing in his own school. Because of the type of organization in Dallas, consisting of eight class periods of forty-five minutes each from nine in the morning till three in the afternoon, we have made our time allotment as follows:

1. 8:30- 8:50 Counseling by appointment.
2. 8:50- 9:00 Home room activities (daily).
3. 9:30-10:15 Assemblies (Thursdays).
4. 3:00- 4:00 After school activities.

Monday—Class Meetings

Tuesday—Literary Clubs

Wednesday—Radio Club

Thursday—Girl Reserves

Friday

Saturday

}—Athletic Contests

The attendance at the home room activities and at school assemblies is compulsory, whereas, the after school activities are purely voluntary.

During the ten minute period from 8:50 to 9:00 much is accomplished. The teacher of the first period class is an adviser of that group. She is in her room at 8:30 to talk to pupils regarding problems which confront them. It is during the ten minute period that announcements are made and campaigns inaugurated for subscriptions to the school magazine and the school annual. Tickets to ball games and entertainments are sold then, for it is understood that

regular class time cannot be infringed upon by these things. The thrift work in the school is handled during this ten minute period.

School assemblies come each Thursday morning. They last about forty-five minutes. On that day all class periods are shortened five minutes. The assembly is and should be more than a mere "pep" rally. A prepared program is presented and announcements are made that are pertinent to the entire student body.

One of the most certain methods of keeping pupils from belonging to too many literary clubs and similar organizations is to have all of them meet at the same hour on the same day. In North Dallas High School, Tuesday is club day. Pupils, therefore, can belong to and attend but one organization of this kind. Since we adopted this method of control one problem, at least, has been solved.

There are a few worthy organizations, however, that we desire to promote, such as the Girl Reserves, the Hi-Y Club, the Radio Club, Nature Study Clubs, etc. and these receive special permission to meet on days other than Tuesday. A boy with high scholarship may therefore belong to a literary society and at the same time belong to the Radio Club and the Hi-Y. Each principal should study his local situation and make suitable arrangements for a satisfactory control of the joining tendency. Some sober and sane reflection along this line would benefit many a situation.

*The Handling of Finances.*—The handling of money raised by various student activities has become an important administrative problem. In a number of cities, such as Toledo, Ohio, the Board of Education has assumed control of all athletic funds. During a season favorable to football these funds pile up to \$40,000 or \$50,000. This is too much money to allow to be handled in any slipshod and careless manner. While no high school in Dallas handles that amount yet the total varies from \$5,000 to \$15,000 or \$20,000 according to the kind of a football season the school has had. Several years ago student treasurers handled the funds belonging to various organizations. The supervision was not sufficient. Several unhappy experiences caused the board of education to appoint the high-school principals as treasurers of all student activity funds. It is true that each organization has its own student treasurer, who keeps the books for the organization, collects the dues, assesses fines, and pays the bills with checks signed by the principal. The principal in turn keeps a ledger account for

every organization in the school. He banks all the funds, and no money can be drawn from the bank without his signature. This method keeps a double check on all funds, and at the same time keeps the principal in close touch with the work of each organization and club. It causes as little red tape as possible when expenditure of funds is necessary, if the funds are to be properly safeguarded. It gives the principal a larger power in the administration of his school, and this is proper. I do not believe that it should be necessary for any of the school organizations to go "higher-up" than the school principal to obtain permission to spend the extra-curriculum funds but I do believe that all these funds should be spent only with his knowledge and consent.

Laxness in the handling of school funds should nowhere be tolerated. To neglect checking the accounts of school organizations is not the means to employ to develop responsibility of citizenship. It offers temptation to a youth at a time when his character has not been fully developed. High-school students should not be given the opportunity of carelessness in handling money.

*Student Activity Records.*—Shall we keep a record of student activities? Colleges are to-day asking in regard to the qualities of leadership and the value socially of students who apply to them for admission, as well as in regard to their scholarship. Employers who ask for help in their business concerns inquire concerning the appearance and the ability to mingle with others and the powers of leadership that have been shown during high-school years. The fact that this is true does not mean that the mastering of the studies set forth in the curriculum should be minimized or that studies should be neglected for other interests. It does mean, however, that there are extra-curriculum activities in which pupils should participate and which reveal qualities of leadership which should be developed during the period of high-school life.

It is a mistake to have the scholarship record the only record left of a pupil's work. There are many opportunities for development in connection with a large institution which are not found in the classroom. The boys and girls who seize these opportunities, or who, because of native ability and unmistakable power of leadership, are given honors should have the facts entered as a part of the school records. The editor-in-chief of the high-school annual, the editor of the school magazine, the school's representatives in

debate, the football captain, etc., are but illustrations of students who have attained honors and are doing their school a high service outside of the classroom. Activities of this character have been weighted, and the individual work of each pupil is kept on file and remains in the office as a part of the pupil's record.

The following extra-curriculum activities found in Dallas High Schools are weighted from 2 to 20 points. Other activities may be added to these as is deemed wise:

## CLASS OFFICERS

President of Senior Class.....	10
Vice-President, Sec. or Treas., Sr. Class.....	6
President of Junior Class.....	8
Vice-Pres., Sec. or Treas., Jr. Class.....	5
President of Sophomore Class.....	5
Vice-Pres., Sec. or Treas., Soph. Class.....	3
President of Freshman Class.....	5
Vice-Pres., Sec. or Treas., Fresh. Class.....	3

## ATHLETICS

Football Captain .....	20
Basketball Captain .....	15
Baseball Captain .....	15
Track Captain .....	15
Pep Squad Director.....	10
Yell Leader .....	5
Member of Team (Football, Baseball, Basketball, Track, Tennis) ..	5

## VARIOUS ACTIVITIES

President Hi-Y Club.....	10
Other Officers .....	7
Active Members .....	3
President Girl Reserves.....	10
Other Officers .....	7
Active Members .....	3
Boy Scout Members .....	3
Camp Fire Girls .....	3
Participation in School Entertainments.....	3 to 10
Assembly Program .....	2
Representing School in Debate, Essay, Declamation, Extemporaneous or Spelling Contests.....	10
Winners of City Contest (extra).....	5
Member of Students' Council.....	5
The Viking, Editor-in-Chief.....	20
Managing Editor .....	15
Associate Editor .....	10
Business Manager .....	15
Reporters .....	5
The Norther, Editor-in-Chief.....	20
Business Manager .....	15
Associate Editors .....	5



R O. T. C.

The records of the extra-curriculum activities of North Dallas High School are kept on cards on file in the principal's office. These cards have a place for the date, the name of the activity, remarks, points of credit and the O. K. of the teacher who sponsored the activity.

Date	Activity	Remarks	Credit	Teacher's OK

There is room for some scientific investigation along the line of the correlation of extra-curriculum activities engaged in by pupils, their scholarship record. In the investigation which we conducted along this line we find that the second quartile as ranked by grades of scholarship furnished a much higher rating for extra-curriculum activities than did the first, third, or fourth quartile. Roosevelt in one of his letters to his children advised that good scholarship should be striven for but he did not advise them to struggle for the highest rank. He wished them to participate in student activities. Was Roosevelt right?

Do students whose scholarship rank is B have a better chance of success in life than those whose scholarship rank is A because they are better mixers? Is the extra-curriculum activity record a better indication of success in life than the scholarship record? These are problems that need further investigation at a time when schools have better systems of keeping the records accurately.

## SIXTH SESSION

The sixth session of the Association was devoted to the installation of Alpha Chapter of District of Columbia. Central High School Orchestra opened with an overture, *Mosaic*, by Seredy. The sixty-nine charter members of Alpha Chapter then marched in as the orchestra played Seredy's *Victorious Legions March*. Mr. Edward Rynearson, Principal of Fifth Avenue High School, Pittsburgh, Pennsylvania, who is President of the National Council of the National Honor Society of Secondary Schools, gave a brief address of welcome. Mr. Alvin W. Miller, Principal of Central High School, Washington, D. C. in a short address congratulated the charter members of Alpha Chapter on their induction into the society. Mr. Samuel Wood, a member of the faculty of Central High School gave a pipe organ number, Schumann's *Traumerei*. Morton Wilner, on behalf of the charter members of Alpha Chapter urged his colleagues to further endeavors in service, leadership, scholarship, and character. The sixty-nine then gave their pledge: "I will be a loyal member of Central's Honor Society, steadfast in my purpose to abide by the right, to serve all just causes, and to seek the truth with my whole heart, both in books and in life." After a number by the orchestra, *The Student Prince*, by Romberg, Principal Alvin W. Miller, introduced Dr. P. P. Claxton, superintendent of schools of Tulsa, Oklahoma, who addressed the members of the chapter. The school then sang their school song.

SCHOOL SONG, "*Tenax Propositi*" ..... *Lent*

Steadfast of purpose, march along,  
With dauntless step to martial song!  
Though we are young our school is old,  
And battles won should make us bold  
If clear our purpose be.

Chorus

March onward! March with lifted eyes!  
On yonder goal our banner flies!  
Sing, sing triumphantly,  
    Tenax propositi!  
March onward! March with lifted eyes!  
On yonder goal our banner flies!  
Sing, sing triumphantly,  
    Tenax propositi!

Ours not to blaze an untrod way  
Through woods that hide the light of day,  
For Central's vanguard long ago  
Made smooth the road whereon we go,  
    With many a victory.

Chorus

*C. I. Orr.*

While the school orchestra played a march, Cauer's *American Youth*, the sixty-nine charter members marched in recession. After the school retired, President Rynearson took charge of the meeting. Mr. C. P. Briggs, Principal of Senior High School, Lakewood, Ohio, read a paper by C. H. Threlkeld.

THE NATIONAL HONOR SOCIETY IN NORTH HIGH  
SCHOOL, DES MOINES, IOWA

C. H. THRELKELD, PRINCIPAL

The Aeloian Chapter of the National Honor Society was installed in North High School in June, 1924. Since that time we have elected new groups each semester. These new candidates are elected sometime during the last month of each semester. The machinery for this choice is outlined in a general way in the constitution of the Honor Society so need not be rehearsed here.

As we all know, the Honor Society specifies the four characteristics of scholarship, leadership, character, and service for election to its membership. Too often, I fear, pupils are elected to membership

in this group on practically one basis—that of scholarship only. It is my opinion, and we pursue this policy in North High School, that satisfactory scholarship is the only requisite for consideration of a pupil's election to this honor. If he is qualified in scholarship, then the other three characteristics of leadership, character, and service are considered in detail, and the pupil must have made a positive impression in them to be elected to membership in our chapter. We are all familiar with the average student's contempt for a book-worm. In these days of complete living there is not a very warm place in the hearts of the average pupil for the individual who does not participate in the actual life of the school. Therefore, respect for such an organization as an honor society can be created only by careful selection of its members with respect to their place as leaders in the school life. Just this last semester we did not elect a certain pupil to membership in the Honor Society, although she graduated with second honors in scholarship for the four years. This girl did not distinguish herself in a positive way in any of the other three characteristics, so was not seriously considered when these honors were conferred.

The main purposes of this symposium however, as I understand them, are to discuss the activities of honor society chapters and their members after election. I am one of those who believe that there is very little place for definite activities of these honor society pupils as such.

Our chapter in North High School contents itself with the formal induction of the new members in assembly and a banquet at a later date. The induction ceremonies in assembly are made very impressive and are surrounded with all the preparations and plans to make them educational and inspirational to the student group in general. The banquet is held at a later date at which time the alumni members of the chapter, the newly elected candidates, the active members, and members of the faculty fraternize in the best kind of fellowship. These are the only two meetings of this group each semester.

I do not believe in formal activities of a National Honor Society chapter for two main reasons. First, the activities commonly carried on by honor societies in some schools are those that should belong to agencies of student government rather than to the members of the honor society. I refer to such activities as supervision of study halls, assistants in classrooms, speakers in drives,

etc. It is certainly poor policy and poor education to take away from the student body in general those responsibilities that belong to elected representatives, and confer them upon pupils of an honor society group. If honor society members are properly chosen in the first place the chances are that these activities referred to will be conferred upon them by the students through the natural process of election, and thereby have all the good points that the other system would prevent. Secondly, we must deal with the natural instinct of the average high-school pupil of prejudice and criticism toward his associate who has been selected by the faculty for any honor. It is my belief that we must fall in line with the general principle that "it is easier to win honors than to bear them" and aid these members to conduct themselves in a humble manner. The average pupil in the average high school is on the look-out for actions on the part of honored students that will justify his belief that they are "teachers' pets," "hand shakers," and "big headed" over their accomplishments. Specified activities of honor society members would be critically and often unsympathetically reviewed by his fellow pupils.

I have thought some of the possibility of a National Honor Society chapter meeting regularly and carrying on a club organization much the same as any other such extra-curriculum organization, but have discarded the idea. In the first place, it would have some of the evils of segregation of the members as mentioned before. Secondly, these same pupils should be so busy in the life of the school that there should be no place for this added activity in their lives.

I believe that the honor society can best serve its place in high school by having its members so chosen that their qualifications are readily recognized by the student body, and then have these elected members live a life of service in the school's activities that will make the other pupils feel that they haven't changed a bit from what they were before their honors came to them. In other words, I would have these pupils conduct themselves as honor individuals in their own home room, debating club, dramatic club, athletics, and other activities rather than by segregating them from the student body in an organization known as the National Honor Society and carrying on specific activities as such. They will, in this way, by subtle influences of precept carry forth the message that we desire throughout all the organizations of the school.

Dr. Lucy L. W. Wilson told of the activities of the Torch Chapter of the National Honor Society in South Philadelphia High School for Girls.

#### NATIONAL HONOR SOCIETY IN THE SOUTH PHILADELPHIA HIGH SCHOOL

We have found in the Torch Chapter of the National Honor Society a helpful and healthful means of teaching that scholarship, however important, is not enough,—that fine character, actual service, and genuine leadership qualities, are also important. Of all of our many ceremonies, the semi-annual initiation of new members is the most impressive and inspiring, not only to the initiates themselves and to their parents, but also to the whole student body.

Our usual procedure is for the principal, in front of the curtain, to explain the national organization to the school, including the bases on which the election rests. Then begins the processional march. The whole school rises; the curtain opens slowly, showing a burlap background flooded with light, against which are grouped student members in costume,—red gown and cape, and black head dress, holding a golden torch,—the speaker, and the principal usually in his or her university gown, hood, and cap.

The initiates,—in *white* gown, red cape, black head dress, and golden torch,—march through the school to the stage. At the closing chord all are seated.

INITIATION: The music begins, a signal to the candidates to come forward, one by one, to be admitted, by the principal, through the right hand of fellowship to the Torch Chapter. In the mean time the burlap background curtain rises, on another curtain, against which is seen a huge torch, with an electrically illuminated flame, resting on a pedestal, resembling a Roman altar. Then the initiates, standing together in the front of the stage, recite the creed:

I believe in the joy of study, the delight of acquaintance with books, the discipline of diligent learning and the re-discovery of the world of nature and of men through an open mind.

I believe in character as essential to the highest type of scholarship. I hold that no intellectual achievement,

however keen or clever, is worthy of deep respect unless it goes hand in hand with accuracy, reliability, honor, humility, tolerance, and truth.

I believe in service, that it is the privilege and responsibility of the enlightened member of any society to minister with kindness and understanding to the needs of the less fortunate in talent or in opportunity.

I rejoice in the burden of leadership which scholarship, character, and service lay upon me, for I believe that my torch should light others to lives of greater beauty, richer joy, and fuller service.

After the recitation of the creed the initiates return to their stage seats and are seated by a concluding chord.

The speaker of the day is chosen because of certain outstanding qualities, either of scholarship or of leadership. He, or she, is asked to talk on something pertinent to the ceremony,—historic torch bearers, or leadership, or scholarship, or character,—preferably through a biography.

At the conclusion of the address, the whole school sings our hymn, marching out to its music, with the former and newly initiated members following.

"To you . . . we throw the torch; be yours to hold it high."

In the absence of Mr. J. G. Masters, Mr. E. J. Eaton, Principal of South High School, Youngstown, Ohio, read Mr. Master's paper.

#### BETA CHAPTER OF THE NATIONAL HONOR SOCIETY OMAHA CENTRAL HIGH SCHOOL

JOSEPH G. MASTERS

After five years of actual working of the National Honor Society in Central High School it is safe to say that membership has become by far the most coveted honor of the long list of distinctions and activities open to our students. A large number of students begin to work consciously toward the possibility of membership in this organization during their freshman year. This, however, is done in no mean or selfish way for invariably the student, once he has set out upon this quest, soon sees clearly the full meaning and



implication of the ideals of this society. He realizes at once that he must have not only scholarship but that he must realize by actual living among his fellows those most significant qualities of character, initiative, leadership, and service. Since these things must be lived out in actual practice they become most significant and real to him. Were he disposed toward sham, he would soon see that no quality of this kind can really count. On the other hand he is early made conscious of the fact that the above qualities are to be made a real, and integral part of his own being if they are to count at all. The fact that the student comes actually to practice these qualities in his own living with his fellows shows us that he has entered upon the most fundamental of all types of learning, namely that of *doing* and *practice*.

The announcement of the names of those elected, the giving of a charge and presentation of other appropriate exercises takes place at a great mass meeting of all students, together with the parents of those elected, reporters for the daily and school papers, and the public, each spring. This has become a serious and tense occasion and marks the highest point of interest of all school functions for the year.

So significant and worth while did the value of the National Honor Society become after two years in our high school that we thought it wise to provide a junior honor society for the three lower classes of the high school. Accordingly such a society was founded three years ago with Gamma Chapter for Junior; Delta Chapter for Sophomores; and Epsilon Chapter for Freshmen. Standards and qualities demanded are much the same as those of the national organization. These chapters working together are doing a number of good things in their high school, such as preparing an act for the Road Show, presenting parts in mass-meetings, helping to furnish an all-school club room, and keeping on the look-out for helpful duties in and about the school. General interest is only a little less than that in the national society. (The constitution of this organization will be mailed upon request.)

A dinner at Christmas time and a luncheon in June is given each year by the Alumni Chapter of the national society. Progress of the national society, plans for the local chapter, and possibilities of service are all discussed. As yet a very large number of those elected are still in college and as a result no large projects have been under-

taken. Indeed, we in the high school have taken the position that the deeper meaning of membership is to be found in the fact that these young people have already achieved these splendid qualities in their lives, and that election coming late in the fourth semester of their stay with us is to be thought of largely as a recognition of merit already attained. There is thus almost no opportunity for the members of the Beta chapter to accomplish big things in the high school after election to membership. By placing election so late in the career of the high-school student we have made fewer mistakes and we believe we shall have fewer causes for regret in future years. We are happy that we have no such cases thus far. It has been argued by some that the National Honor Society is limited to a comparatively small number. We recognize this and it was for this reason more than any other that we provided a junior society. It may be said, however, that the amount of good actually accomplished by this society is so far above and beyond its limitations that it is pre-eminently the best plan yet hit upon for the actual bringing about (through growth and development) of those finer qualities so highly desired in the youth of this generation.

Mr. C. W. Gethman's paper was read by H. E. Winners, Principal of South Hills High School, Pittsburgh, Pennsylvania.

#### THE NATIONAL HONOR SOCIETY, CENTRAL HIGH SCHOOL, OKLAHOMA CITY, OKLAHOMA

C. W. GETHMAN

Chapter 12 of the National Honor Society was organized at Central High School in November 1922.

Since the future of an organization in any high school depends a great deal upon the original impression it makes upon the student body, great care was taken to create an atmosphere for the initiation of this chapter.

The sponsors were carefully selected. They were faculty members who had a personal interest in the success of the organization, who believed in it thoroughly. They soon had ideals and ambitions for it and saw its future possibilities.

As soon as the sponsors were selected it was decided that a ritual for the initiation of the candidates was most important. Therefore,

these sponsors began to prepare a ritual that would include the four-fold purpose of the National Honor Society: namely, scholarship, character, leadership, and service. They wanted a ritual that would symbolize these so that a lasting impression might be made upon the candidates themselves. This they succeeded in doing, for every student who has been initiated has felt the honor and distinction that has come to him. Parents and teachers who have witnessed the ceremony have been equally impressed. The new organization was introduced to the student body with due solemnity. As soon as the candidates were selected according to the standards of the National Honor Society they were properly presented to the student body in an assembly. The purpose of the organization was explained to the student body. The distinct honor that these students had accomplished in being elected to this organization; the fact that the organization is national was presented to them.

The juniors and sophomores were urged to strive to become members. This public presentation undoubtedly created an incentive in them to qualify for membership in the National Honor Society when they should become seniors.

Election to this organization takes place twice a year. Each time the elected students are presented publicly in assembly. The student body looks forward to these events with expectation and interest.

Following the election and the initiation the members are given a banquet. All of which emphasizes the importance of the chapter.

The records of the library show that since the installation of the chapter of the honor society in Central High School that voluntary reading has become the habit of "A" and "B" students.

In order to keep the matter of scholarship before the student body, the chapter is offering trophies to the club and to the class which maintain the highest average of scholarship during each semester.

On account of the impressive ritual, the recognition given to the organization in the school assembly, in the school paper and by the public press, membership in the National Honor Society is deemed the highest honor that a student may attain in his school career, not only by the students themselves but by the parents and the public as well. This attitude maintains to the extent that the juniors and seniors strive for better scholarship and look for opportunities for leadership

and service in the school. The influence of this organization is felt even in the ninth grade of the junior high school.

Mr. M. Channing Wagner, Principal of High School, Wilmington, Delaware, read his paper.

NATIONAL HONOR SOCIETY, CHAPTER NO. 172  
WILMINGTON HIGH SCHOOL, WILMINGTON,  
DELAWARE

M. CHANNING WAGNER

The Wilmington Chapter of the National Honor Society has been in existence a little over two years. In that time it has become one of the most important organizations within the school.

The Wilmington Chapter was organized on the basis of the aims as set forth by the National Council, that "of creating an enthusiasm for scholarship, of stimulating a desire to render service, of promoting leadership, and of developing character in the pupils of Wilmington High School." We believe that the abilities of the best pupils should be capitalized for coöperation in the life of the school and that there should be set up within the school definite rewards of honor for those pupils who achieve to a high degree those qualities desirable for citizenship.

The Wilmington Chapter has framed its constitution and worked out its membership basis on the outlines of the National Organization. The following restrictions are observed: (1) pupils eligible to membership must be in the upper quartile of their class. From this group not more than fifteen percent of the class may be selected. (2) pupils may not be selected earlier than the end of the junior year. (3) pupils must have spent at least one year in our high school. (4) a faculty committee of seven, appointed by the principal, must make the final choice of pupils for membership.

The method used in the selection of pupils to membership is as follows: mimeographed sheets bearing the names of the pupils in the upper quartile of their class in scholarship, alphabetically arranged, are given out to the faculty with the request that they be rated A, B, or C in the three qualities, character, leadership and service. The faculty committee has taken the definition of the terms service, leadership, and character as outlined by the National Council: (1) Service

is the willingness to do cheerfully and thoroughly any service to the school whenever asked; readiness to show courtesy; readiness to take part in class, school, and interscholastic activities. (2) Leadership is the initiation into school affairs; successfully holding positions of responsibility. (3) Character is the continual demonstration of promptness, honesty, reliability, and morality. These ratings are then turned over to faculty committee who give a percentage grade on the basis of 5 for A, 3 for B, and 1 for C. Teachers are requested to state in writing definite qualities revealed by pupils in character, leadership, and service as well as any known facts which might tend to keep a pupil out of the society. The final result depends on the comparative averages. The committee submits their selection to the faculty for approval and if there are no objections to the names given, these pupils become members of the society. An election to membership is held once each semester within two or three weeks after the opening of the term. The number of the class elected ranges from ten to fifteen per cent.

The ceremony is made as impressive and simple as possible, and contains the essential features to be held continually before its members. The ritual prepared by the National Council is followed closely. A lighted torch is used separately in the closing part of the ceremony. The induction of members is held on some day important in national, or local history.

The principal explains the place of honor held by the society in the school, pointing out the four cardinal objectives, how it should stimulate effort and ambition, how it should create an enthusiasm for scholarship and stimulate a desire to render service, how it should develop character and promote leadership, and how it should influence the student body to respect and appreciate mental as well as physical ability.

A member of the chapter, usually the vice-president, selected by the president explains the symbolism of the emblem. (The emblem of the National Honor Society is the keystone bearing at its base the letters S, L, C, S, standing for scholarship, leadership, character, and service and the flaming torch which is the emblem of purpose). Following this, the new members are pledged by the president and then the reading of the constitution by the secretary.

We believe that the National Honor Society of Wilmington High School may be well used to promote the progress of any desired activi-

ties which need the support of the best element of the student body. It is not intended, however, that activities of the society should supplant the work for which any other organization is specifically responsible. In our school we adhere to the policy of not allowing any organization to exist which does not have a program of service to the institution.

Most of the clubs in our school meet twice a month and the Honor Society is no exception to the rule. They meet on the first and third Thursdays of the month with well-planned programs. Sometimes an outside speaker is brought in. One assembly program each semester is conducted by the Honor Society. The purpose of this program is to emphasize the cardinal objectives of the society.

Members of the Honor Society are selected by the president to visit the various grammar schools of the city with the idea of arousing the interest of the eighth grade in the high school and interpreting the high school to them. The president, in making this selection, assigns former graduates to carry the message back to their old school.

Once each semester all of the freshmen home rooms are visited by members of the Honor Society to get better acquainted with the idea of acting as big brothers and big sisters to the new members of the school.

In view of their attainments in scholarship such members of the Honor Society may be appointed by teachers as assistants in classes of which they are members, to aid during the supervising of study and in making up work by pupils who have been absent. Pupils who are delinquent for justifiable cause may be assigned to some member of the Honor Society for systematic assistance for such period of time as may be necessary. They have been very helpful to members of the various athletic squads by conducting help-groups.

They are encouraged to visit other high schools, when possible, and to bring back reports of activities worthy of emulation. The Honor Society sponsored a trip to Washington last June and is planning to make another trip this year.

For the past two semesters the Honor Society has offered two prizes of five dollars each, to the boy and girl of the graduating class, who have been selected by their classmates as having rendered the greatest service to the school. It is interesting to note that three of the four selected were members of the National Honor Society while

the fourth ranked high in character, leadership, and service but did not qualify in scholarship.

It is the consensus of opinion in our school that the Honor Society is raising the standard of scholarship; that more pupils are making an effort to practice good habits of citizenship with the awarding of honors on this basis; that it tends to develop the "all around" pupils by placing an emphasis on service, leadership, and character; that it is creating a desire for college in more of those pupils who are best prepared and fitted for higher education; and that it is causing more parents to take an interest in the extra-curriculum activities of the school.

In conclusion, the success of our Honor Society is due to the enthusiasm of its sponsor, Miss Lela Lynam, to loyal coöperation of the faculty and student leaders, and to the fact that there has been some worth while work for them to do. If the National Honor Society is to increase in importance and numbers it will be due to the finding of something worth while to do and a sponsor with imagination and ability to furnish wise guidance.



## SIXTH SESSION

President Wing called the sixth session of the convention to order at 2:30 P.M. Wednesday, February 24, in the Auditorium of Central High School.

Dr. W. W. Charters, Professor of Education of the University of Chicago, read his paper, *The Function of Ideals in the High-School Curriculum*.

### THE FUNCTION OF IDEALS IN THE HIGH-SCHOOL CURRICULUM

W. W. CHARTERS

PROFESSOR OF EDUCATION, SCHOOL OF EDUCATION, UNIVERSITY OF CHICAGO

In building a curriculum for the high school from the functional point of view, it is necessary to take into account both activities and information on the one hand, and traits and ideals on the other hand. From this point of view the operations involved in constructing a curriculum are three in number. In the first place, it is necessary to determine the activities, problems, duties, or difficulties in whose solution the high school is to assist the student. In the second place, it is necessary to determine the qualities, traits, or ideals which the high-school organization and subject matter must develop in the individual in connection with the activities and problems just mentioned. In the third place, it is necessary so to arrange the subject matter of the high-school curriculum that it will teach the children the material in such a way that the ideals and traits will be given their proper place in the instructional process.

If this general and abstract statement is accepted as a starting point, it is possible to indicate the functions which ideals serve in the formation of a high-school curriculum. The primary function of ideals from the social point of view is to provide standards of performance of the activities. Stated in terms of information alone, ideals indicate the standards by which the success of learning is achieved. A few illustrations will make this point clear. The



ideal of accuracy is used constantly as a standard in the high-school curriculum. The constructors of the curriculum in algebra have consciously or unconsciously in mind a certain degree of accuracy to be attained before the material is thoroughly mastered. They even set up such formal standards as nine problems correct out of ten problems tried. In the physics laboratory accuracy is constantly used as a standard. Likewise, in history accuracy of statement is required to an adequate degree. Other traits are used in standardizing the learning process. A certain degree of speed is required in many subjects. Standards of neatness are also set up. In most subjects the ideal of intelligence—the ability to think and reason—is necessary in order that the subject matter may be properly mastered. The school may set as standards in the selection and acquisition of subject matter, the qualities of forcefulness in presentation and helpfulness in group work. It may likewise take cognizance of ambition as a standard in laying out the life programs of individual students. In all these cases, as has been said, the ideals become standards of performance.

These standards of performance very obviously affect the teaching process but they likewise affect the subject matter itself. If ideals of accuracy, neatness, intelligence, and forcefulness are set up as standards of performance, subject matter dealing with the methods by which accuracy, intelligence, etc., may be obtained must be included either in the written or unwritten portions of the curriculum which is presented to the students.

These standards may be, and frequently are, applied mechanically by the teacher. The instructor may demand a certain amount of accuracy, and may reject material that does not reach that standard; he may refuse to accept material which does not reach a certain standard of neatness; or he may give a low grade to students who do not show a satisfactory amount of forcefulness in the presentation of material, etc. In short, by applying the ideals externally and impersonally, he uses them in the same mechanical and impersonal way that a foot-rule, a thermometer, or a set of balances is used.

Under such conditions of applying the standards, the ideals have a very definite, though mechanical, place. They do provide the teacher, and indirectly the pupil, with instruments by which to measure the efficiency of the pupil's work. If such measurements are not applied, the instruction is likely to be slovenly.

However, ideals may be applied at a very much higher level and in a much more powerful fashion. This is done by creating in the student a desire to secure these ideals for himself. In reaching this higher level, there is added to the mechanical aspects of the ideal an emotional content which gives it value to the student. The standards are no longer measures which are applied to him; they become measures that he, himself, is desirous of applying.

When ideals have reached this level, they become forceful and regulating influences in the life of the high-school student. They become objects which he desires to seek and to apply for himself to all those situations and activities to which they should apply. If he desires to be accurate in history, it is no longer necessary for the teacher to apply the standard; the student does it of his own initiative. If he wishes to be forceful, the teacher's rating in forcefulness creates a stronger internal stimulus in the student to make the application, since he, himself, believes that it ought to be made.

When the student is furnished with a group of satisfactory ideals worked into the fiber of his character, he is peculiarly well fitted to meet the problems of life. Ideals furnish him with a great body of regulated standards by which he scrutinizes each action as it occurs; and as he becomes skillful in the application of these standards to specific situations and ideals, he grows in power and in that maturity of judgment which enables him to make wise decisions. Indeed, it is generally recognized, I believe, that if a student is graduated from high school with ideals which operate effectively in his life, he is in a much more favorable position than is the student who has a great mass of specific information at his command but who is lacking in efficient ideals. In other words, it is better to graduate students who have strong characters and relatively less information than to send out graduates with encyclopaedic information and weak characters.

The former result can be obtained only when traits and ideals have been raised from the mechanical to the personal and emotional level.

There are two methods of incorporating traits and ideals into the curriculum. The first of these is known as the indirect method, where the adjective, "indirect," indicates the method by which ideals are made secondary to information and activities. They are used

as standards for the performance of duties and the acquisition of subject matter which is laid down in the curriculum.

When the indirect method is used, three steps are involved. First, each teacher makes an analysis of the activities and the subject matter which he teaches. So far as the tangible portions of the curriculum are concerned, this analysis is made in the textbooks; he will teach such and such subjects and operations. In so far as the intangibles are concerned, he will teach the student methods of ordering his own life and of getting along with other people. Specifically, when the student has completed his course, there are certain skills, attitudes, and information that he will have acquired in a more or less satisfactory manner.

Second, when the teacher has determined this material, or while he is determining it, he needs to decide upon the pupil traits that are to be developed in order that the teaching may be efficient. For instance, the teacher of mathematics will decide that so far as his contacts with the pupil are concerned, the following traits are necessary. For the adequate mastery of the subject matter of mathematics, there will be needed a certain degree of accuracy, speed, neatness, industry, and intelligence. These are five traits or ideals which belong, let us say, to the field of mathematics. They are necessary as standards, and they are particularly well taught within the mathematics environment. In addition, the instructor may decide that a student must display ascertainable amounts of forcefulness and helpfulness. He may go beyond this and decide that his contacts with the students require that they have a certain degree of ambition. Or again, the teacher of history may decide that for his work, such traits as the following are necessary in order that the work may be carried on in a satisfactory way—retentiveness (of facts), neatness (in written work), intelligence (in seeking cause and effect), love of country, honesty in reporting facts, and open-mindedness in weighing facts. To these he may add such other traits as the mathematics teacher uses; namely, forcefulness, helpfulness, ambition, etc.

If these ideals are set up, it becomes apparent at once that the curriculum will be effective. On the tangible side, accuracy exercises will be added in mathematics when accuracy is needed. A sufficient amount of work will be assigned to keep the student busy if industry is prescribed. The exercises will be so modified that students will be

thrown upon their own initiative if intelligence is set up as an ideal; and so with all the subjects in the curriculum. The ideals to be developed have a constant and powerful effect upon the material presented to the pupil for his mastery.

Third, when material has been analyzed in this way, the teacher will see that the students under his instruction are held to these standards if applied upon a mechanical level. If, however, they are applied upon an emotional level, it becomes the business of the teacher to develop in his students a love for these traits so that they will co-operate with the teacher in making the application on their own initiative.

The second method by which ideals are incorporated into the curriculum is known as the direct method, where the adjective, "direct," means that the ideals become central topics of consideration, and the informational and operative subject matter of the course becomes the means by which these traits are developed.

When the direct method is used, four steps are involved. First, the counsellors of the high school—the teachers and the principal, or other officers—make a list of those traits which it is desirable for high-school students to possess; and they base their selection upon the vocational and extra-vocational needs of society, and to a certain extent upon the character of the faculty. This individual, or group of individuals, decide upon a list of traits which they feel the high-school student should acquire in course. Parenthetically, these traits will be dependent upon the personality and character of the faculty, because traits cannot be efficiently developed in students if the members of the faculty are not strong in the selected traits.

Second, the counsellor will measure the ability of pupils in these traits in order to discover those in which they are strong as well as those in which they are weak. The determination of both classes of traits is necessary because a program of development of weak traits is ordinarily built around the strong traits that the individual possesses. For instance, if a student is exceptionally ambitious, this can be appealed to in developing his weak traits, such as lack of interest and inaccuracy.

Third, at this point it is possible to give group instruction to pupils: first, to stimulate their interest in traits; and second, to teach

them to apply traits to situations with a view to working out the proper types of actions to express these traits. To this end material may be collected from history, literature, and the experience of other boys and girls of high-school age. Discussion groups may be organized to study significant problems of conduct, and case material may be presented as a basis for discussion. Likewise, conduct projects may be made an organic part of the curriculum.

Fourth, in addition to giving group instruction, it is possible to organize informal curricula for individual students. That is to say, after the student has rated himself by adequate methods, he may be given individual advice which will, as in the case mentioned above, stimulate his interest in the development of traits and help him to apply desirable traits to practical situations.

Individual instruction has this important advantage. If the student has reached the point where he is interested in improving himself, the instruction may be highly practical, individual, and detailed. It is practical when it is applied to his life as he lives it: Because it is individual, he feels the compulsion that comes from working upon his own problems. The detail that can be provided is far superior to the generalizations which must be made in group instruction.

It is obvious, of course, that direct instruction in ideals will very materially affect the curriculum. In its extreme form it is possible to put in a course called by some such name as "The Development of Character" to which students can be assigned as to any other subject.

In this paper I shall not attempt to weigh the relative advantages of direct and indirect instruction. We know that the teaching craft of this nation is on the whole opposed to direct instruction in ideals and character, because of the fear that such instruction will be carried out upon the mechanical rather than upon the emotional level. We know also that many of the school systems of Europe believe very strongly in the direct method of developing character.

At the present time I, personally, have no opinion in the matter because the whole problem is in an experimental stage. We must recognize that when character is curricularized and taught directly to groups, it is likely to become mechanical; but on the other hand, it may not become mechanical if the discussion is put upon a discussion

and project basis rather than upon an expository and hortatory basis. There is considerable evidence which tends to show that direct instruction to individuals is less likely to become mechanical than is instruction given to groups.

I do have definite convictions on this point. Character, ideals, and personality are of so much importance that they must become major objects of study by teachers and specialists in education. I am also convinced of this—that the methods by which this is to be accomplished cannot be settled dogmatically at the present time. The methods to be used must become subjects of careful and wide experimentation by individual investigators in the classroom and teacher-training institutions. Finally, I am convinced that if the craft attacks the problem conscientiously and resourcefully, a satisfactory solution will soon be found. Specifically, this means that high-school faculties should consider the traits that high-school students ought to possess, and should, each in its own organization, endeavor to discover adequate measures for developing these traits in such a manner that the students will conscientiously apply themselves to their attainment because they feel such traits are worthy objects of desire.

The second paper of the afternoon was read by Dr. B. H. Bode, Professor, Department of Principles and Practice, Ohio State University, Columbus, Ohio. The paper was entitled, *The Ideal of Culture in a Democratic Society*.

#### THE IDEAL OF CULTURE IN A DEMOCRATIC SOCIETY

DR. B. H. BODE, PROFESSOR, DEPARTMENT OF PRINCIPLES AND  
PRACTICE, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

It is a common saying that the present is an age of education. The need of universal public education is the one thing on which we in America are all agreed. We call this an age of education because appreciation of education is so very recent. The development of education during the past generation, from the elementary school to the graduate school, is as striking and as significant a fact as anything that this present age of miracles can show. This much is so obvious that he who runs may read. But this development has brought with it a variety of results which are more or less indirect

and which naturally are somewhat less obvious. At the same time that education is being pushed into every dark nook and cranny in the land, we are working out a conception of education that is different from what we had before.

The nature of this change may be indicated by a quotation from a recent bulletin of the research division of the N.E.A. "The three R's must be given the first consideration. The work of the school has not been completed, however, when it has drilled the simple skills known as the three R's into the child's nervous system. It is not enough that the child be able to read aloud in a halting voice. He must learn to read plenty, accurately, and with rapidity. He must acquire the habit of reading. He must be given the ability insofar as his native capacity permits, to discriminate between trash and literature. No lower ideals than these should be accepted in the teaching of reading if the foundation for intelligent citizenship is to be laid."

On the face of it there is nothing very startling in this quotation. In fact the statement embodied in it is nowadays more or less of a truism. It tells us that elementary education must cultivate certain skills and that it must also cultivate certain appreciations. Pupils must be able to handle the three R's with facility, but they must also be able "to discriminate trash from literature." Nothing short of this will do as a "foundation for intelligent citizenship." But suppose we phrase the statement in different language and say that education must train both for vocation and for culture! Presumably this statement would likewise be acceptable without much demur. Yet this phraseology somehow changes the "feel" of the thing. To combine vocation and culture requires a wholly new ideal of education. That is why we grow vaguely uncomfortable when the subject of culture is brought up. When the talk runs on culture and vocation, we begin to feel reverberations from a thousand distant battlefields. Our intuitions begin to warn us that there is trouble in the wind.

It pays to give heed to intuitions. They somehow sense the meaning of things before the intellect is able to analyze out and formulate those meanings. When it comes to the subject of culture, it is hard to keep on the right road, and what is worse, it is hard to be quite honest. We must give our support to the ideal of culture, of course. A person who refuses to do this is apt to be regarded



as a philistine, an academic roughneck. But there are dangers on the other side. Culture is often unpleasantly suggestive of a kind of anemia, and that won't do either. If we are put to it we take to quoting Matthew Arnold, the apostle of culture, who tells us that culture is "a study of perfection," that it means "to make reason and the will of God prevail." This sounds impressive, but is not altogether satisfying. It leaves us with the sort of feeling that is indicated by the inelegant expression: "Now you see it and now you don't."

The simplest way to get oriented with regard to this question of culture is to take a glance at its history. This question runs back to the very beginnings of educational theory. The ancient Greeks dealt with it, and they solved it in a manner that has at least the merit of simplicity and absence of bunkum. I do not recall that they are interested themselves in vocational training. Anyhow, vocational training, in their view, was for the working class, while culture was to be reserved for the rulers. They showed little disposition to complicate the simplicity of this arrangement by giving room to any disturbing sentiments about inalienable rights or natural equality. In their view some were born to toil and to do as they were told. Aristotle, for example, admits that, as society was then organized, there were some freemen and some slaves who really belonged in the other class, but makes us doubt that the earth and the fulness thereof rightfully belongs to those possessed of endowments. The rest of the population had no place or function in the scheme of things, except as tools in the hands of their masters.

In spite of all the changes that have taken place, this view of education has never been entirely lacking in supporters during the centuries of the Christian era. The chief difference apparently between the Greeks and the pious exhorters of a later time who admonished the people to "do their duty in that state of life to which it should please the Lord to call them" was that the Greeks said what they meant while the exhorters did not. In our own time we have witnessed a recrudescence of this theory, coupled with the allegation that it represents the correct conclusion to be drawn from the facts revealed by the mental tests. It is entirely clear, however, that the temper of mind and attitude of the present generation is of a very different sort. There are duties to be sure and there are "states of life," but we have grown suspicious of organiza-



tions in which these states of life are arranged in apple-pie order, with an upper and a lower crust. We are on the way to a new social order, and this new social order calls for a new conception of culture or liberal education.

This changing attitude or temper of mind is an expression of what we sometimes call the democratic movement. It is a revolt against the kind of social organization in which opportunity or status is determined by the accident of birth. In the old order of things the individual was made subservient to a scheme or pattern of organization which was regarded as fixed. This was really quite as true of the privileged classes as of the lower classes. The born gentleman, as well as the plodding serf, has his mode of life all mapped out in advance. The gentleman's code of conduct, which defined debts of honor, the requirements of duelling, the nature of suitable occupation, and the like, was all the more inflexible insofar as it served mainly as a symbol of class. Theirs not to reason why. Loyalty to the king, loyalty to the nation, loyalty to religion were all fused with loyalty to the principle of special privilege. Education was made a tool for perpetuating this state of affairs, and in proportion as it served this purpose, it became the source of an incurable Bourbonism.

It is not difficult to understand why a system of education that was developed in such a society should prove unsatisfactory from the standpoint of democratic aim and ideals. Its business was to educate the individual for a certain fixed status or class; not to give him a broadly social outlook. This type of education persisted despite the changes that undermined the idea of fixed social classes. As a consequence, technical or vocational education became primarily a means of private advancement, of securing weapons to be used against competitors in the struggle for existence. This kind of education has given us an alarming number of lawyers and business men whose expertness is not a blessing but a menace. The traditional cultural education is less dangerous, perhaps, though this is not always certain. In many cases this sort of culture becomes a kind of spiritual monastery, a haven of refuge for persons who deem their sensibilities too refined and too delicate for the rough and tumble everyday life. It is this meaning of culture which makes the word leave a bad taste in your mouth. The name has come to suggest the sickness and morbidity of an ingrowing soul. Very

often this sort of culture becomes an expression of snobbery, of disdain for the fellow who is down in the ditch and doing an honest day's work. When it does take an interest in matters of public interest it is likely to be on the wrong side of every question. In a democracy, at any rate, the separation of culture and vocation tends to result, in both cases, in an unlovely individualism. As Kipling says, "the Colonel's lady and Judy O'Grady are sisters under the skin."

This state of affairs could not last. Education had to be re-organized so as to make it conform to the new demands. In elementary education, as stated in the bulletin published by the N.E.A. from which I quoted, it is not sufficient to provide training in the three R's, which are necessary for vocational efficiency. This work must be combined somehow with material of a cultural kind. The bulletin just referred to makes mention of "intelligent citizenship" and of the ability "to discriminate between trash and literature." As long as the emphasis was all on the three R's we were chiefly concerned with such values as discipline, thoroughness, and concentration. But now our talk runs to such topics as interest, purposeful activity, and knowledge of the world in which we live. The high school, which at first concentrated largely on the classics and mathematics, found room in the course of time for the natural sciences, the social sciences, the modern languages, and a great variety of subjects that had a more or less direct vocational significance. There was a change all along the line in the general direction of bringing education into more intimate contact with the everyday environment.

The general trend of this development is clear enough. It is away from the separation between the "practical" and the "cultural" and towards a type of education that will combine the two. This new educational ideal we indicate by such terms as "citizenship" and "social efficiency." But it is clear also, that we have in mind a different kind of citizenship and a different kind of social efficiency from that which was sought in the past. We emphasize citizenship and social efficiency precisely because we want something different. Our present problem of culture or liberal education is the problem of defining the kind of citizenship that is demanded in a democratic social order.

Here again it is expedient to take our clue from history. The prevailing conception of citizenship in the past, as I said a moment

ago, was that of membership in a fixed social order. To our ancestors this was the order of nature, or even the order established by God. This is why slavery did not shock them as it would shock us to-day, and why it did not seem unreasonable that the masses of the people should spend their lives in ignorance and ugliness and grinding toil, why the knights of old should travel abroad in the service of religion and humanity with never a thought of the wretchedness and misery at their very doorstep. It is just another illustration, on a vast scale, of the fact that we can see only what we have learned to see. We of the present day give a large place in history to Rousseau, in spite of all his extravagancies and absurdities, because he helped us to see. From him, more perhaps than from anyone else, we have learned that there is nothing so sacred about the social order as had been supposed, and that the social order may easily become a means to grind the faces and the souls of the poor. In the days following Rousseau there was much moonshine, in literature and elsewhere, about the state of nature, which was supposed to be greatly superior to life in civilized society. We have recovered from this pretty well, but we have not gone back to the old notion. Out of it all has come the idea that social organization must serve as a means to the improvement of human life. A democratic social order must have a flexibility that was lacking in the older dispensation. It must facilitate changes when changes are necessary for our common weal.

Let me try to illustrate. We know from the history of science that new ideas must make their way against a dead weight of inertia and prejudice. The classic instance of course is the persecution of Galileo. The same attitude of mind has manifested itself all along the line. People objected to the artificial lighting of streets because it turned night into day, which was contrary to nature; they objected to vaccination and lightning rods because they interfered with the will of Providence; they objected to bath tubs for reasons that I do not now recall—it is not unlikely that they objected first and thought up the reasons afterwards. One of the great obstacles to progress is this very human tendency to object, just because a thing is new.

In some respects this tendency is less strong than in former days. The changes in our modes of living during the past fifty years have been so great as to induce a different mental attitude. We have lived so fast that change has become a normal thing. It is sufficient to

mention the telephone, electrical machinery, the automobile, the airplane, the radio, to indicate how far we have come within the span of a single life-time. Moreover, we realize that man's conquest of nature is still in its beginnings. We have every reason to think that life in another fifty years will be vastly different from what it is now. The development of science has bred a sense of power of adventure. We are bringing the schools nearer to life by introducing into them the story of man's struggles and achievements in the realm of physical things, and in so doing we are preparing our children to expect still greater achievements and greater changes in the future.

Within the field of the physical sciences the liberation of intelligence has been pretty well achieved. This is not due to any innate superiority on our part over our ancestors, but to a change in the environment in which we live. We have got the belief in magic and witchcraft out of our legal and medical practice, and largely out of our everyday thinking; we support scientific investigation with public funds; we breathe the air of natural science in the school, in the forum, and in the market place. Our social organization has been made over in such a way as to make it favorable for the further exploitation of nature in the interests of mankind. That is, the social organization has become an ally and not an enemy to progress. Education for citizenship requires a proper appreciation of the methods by which man is able to control the forces of nature for his own ends.

It can hardly be said, however, that this mental attitude towards the physical sciences carries over freely to what I may call the spiritual things of our civilization. There is nothing shocking in the suggestion that in another generation or two the physical conditions of life will be as different from those of the present time as the conditions of to-day differ from those of the Middle Ages. But we are not so ready to believe that the institutions and beliefs and practices of society will undergo corresponding changes. Nor are we so ready to believe that such changes might be desirable. In fact there have been numerous attempts of late years to use the agencies of education for the very purpose of warding off these changes. It has been sought to determine in advance, through the schools, the beliefs of the next generation in matters of economics, and politics, and religion. When a spirit of this kind gets into the schools and into our legal system and into our common life generally, the social organization becomes unfavorable to progress. This means a refusal to believe that the history

of the race on this planet is the history of a great experiment in living. It means a repudiation of the idea of democracy and a harking back to what we have been trying to leave behind. Education for citizenship calls for the same open-mindedness in spiritual as in material things, the same capacity for readjustment and for new points of view.

It is hardly necessary to insist that social life is indispensable to the development of the individual, or that our institutions and beliefs are the fruits of past achievements. But social organization in making development possible may at the same time impose a wrong direction and a wrong limit. It may indoctrinate the individual with the belief that poetry is effeminate and so limit him in that direction. It may teach him that slavery is divinely ordained, that manual labor is degrading, that women are inferior beings, that war is a necessary and noble institution, that doubt is impiety, and that toleration is a sign of weakness. It may breed a certain hardness or callousness, which is a sign of arrested development.

Human progress is rarely in a straight line. We oscillate between extremes. We swing from despotism to revolution, from feudalism to nationalism, and from making the world safe for democracy to dictatorships and quarrels over reparations. Education is no exception to the rule. The endeavor to escape from the straight-jacket of social organization led to the repudiation of all social restrictions and the glorification of whim in the name of "liberty" and "nature." But when real or fancied dangers to our institutions arise we go back to straight-jacket methods. We attempt to mark off certain beliefs and practices, of a political or economic or religious sort, for the purpose of protecting them against criticism; which is to say that we establish another social order based on divine right. The irony of it all is that we do so in the democracy. When the educator turns to any of the serious unsettled questions of the day he finds himself confronted with a high fence and a sign, "No Trespassing." What then is there left for him to do, but to occupy himself with the eternal verities, to teach that the earth is round and that Columbus discovered America in 1492? Or to put it more generally, what is meant by training for citizenship from the standpoint of the democratic ideal?

I do not mean to suggest that the unsettled questions of the day should be discussed and duly settled in the classroom. Even if conditions permitted this to be done, it would simply be the kind of teach-

ing which has been defined as "the art of taking advantage of the helplessness of children." Indoctrination is a dangerous business from the standpoint of educational ideals. But indoctrination, even if it is kept out of the schools, is going on constantly outside of the schools. Society incessantly dins its beliefs and its prejudices into our ears—through the newspapers, from the platform, over the dinner table, and on the street. It was because Rousseau realized this so vividly that in some of his less lucid moments he would do away with the state of society altogether. The danger in this constant and inescapable social pressure to the ideal of democracy is obvious. What are the schools going to do about it? We can hardly assume that the future is adequately protected if children are taught the facts about the shape of the earth and the discovery of America.

The danger does not lie in the fact that children take over the ideas of their parents and associates. If this were not the case, each generation would have to begin at the same point as the preceding generation and there would be no such thing as progress. It is all a matter of how these ideas are taken over. William James has told us that the average person is an old fogy at the age of twenty-five. After that age, he says, there are no important changes in fundamental attitudes and beliefs. I like to think of education as a process which, —if I may put it that way—extends the period of childhood indefinitely. The social pressure, unless it is counteracted in some way, makes us old fogies before our time, robs us of the freshness, the flexibility, the eagerness for new vistas, in which the child is so immensely superior to the adult. Society molds us into its own likeness and sends us out into the world without capacity to change. Perhaps society cannot be blamed greatly for doing this. But when the schools do the same thing it becomes a crime of the first magnitude.

A person cannot live intelligently and effectively without convictions of some sort. But neither can he live intelligently and contribute to the betterment of things if he is incapable of changing his convictions. The single track mind is a dangerous thing. The educational system of the past, speaking by and large, has never been seriously concerned with the problem of securing continued flexibility, of preparing the way for social changes in the future. It would not be far wrong to say that this problem is the distinctive item in a democratic program of education. In such a program the school becomes an agency maintained by society for its own progressive reconstruction.

From this emphasis on flexibility it is but a short step to a definition of culture. In terms of social organization democracy means capacity for change, for growth, for the progressive cultivation of common interests. This same idea reappears when we consider the question of culture. The individual, like society, must have this capacity for reorganizing his world. This is what fits him for membership in a democratic society. Science, literature, art, vocation, all become a means to this end. The farmer who buys land to raise corn to feed hogs in order to buy more land is a type of the well-organized life, except that the latter does not run around in circles. It leads constantly to the dawning of new powers, which is the democratic conception of culture. Taken in this sense, culture, as Arnold says, is not a having but a doing; it is a continuous remaking of experience, a rethinking of old and familiar facts by means of new contacts and relationships. In Dewey's language, culture means "the capacity for constantly expanding in range and accuracy one's perception of meanings."\*

Much of the confusion that has prevailed in our educational system during the past decades has resulted from the fact that we had no clearcut educational ideal. The result naturally was endless friction and waste. In the elementary school there was much complaint that the attempt to enrich the curriculum had led to overloading and distraction, that thoroughness and seriousness of purpose had been sacrificed, that what passed as interest was in fact just systematized dawdling. There was much new material, but it was being taught by old methods and old standards. In the high schools and colleges the uncertainty resulting from the introduction of so many new subjects bordered on bewilderment. The whole notion of cultural or liberal education had been so stretched and twisted that no one could say any longer what was meant by it. The old faith in the classics was disappearing, but there was no new faith to take its place. We were leaving the old moorings, but with no place to go. Consequently every time a new subject presented itself for recognition there was another fight. But the old line subjects had no ground to stand on. As far as the unaided eye could see they had nothing to distinguish them from other subjects except a tradition and a disposition to occupy the front seats. Any subject could make a plausible claim that it was a vessel of this elusive thing called culture. Why not? What

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\*Democracy and Education, p. 145.



reply could be made, for example, to the professor of agriculture who claimed special merit for his course on "stable manure" on the ground of its "particularly great economic and cultural possibilities?" There was no telling any more where one might not encounter the atmosphere of culture. But the idea that culture was inherent in all subjects was just as fallacious as the notion that it was a peculiarity of a choice few. Whether a subject is cultural or not is determined by the contribution that it makes to the development of the individual.

As I suggested previously the social changes that are going on are making for a new ideal of culture. The development of science and industry in particular has shown impressively the possibilities of cross-fertilization between vocation and the life of social and intellectual interests. Vocation is becoming a gate-way to participation in all the major interests of the race. The traditional opposition between vocation and culture is beginning to disappear. We are learning to think of culture not as a possession but as a way of life, an expression of the whole personality in every day occupation. During the war it was the larger purpose that gave a certain dignity to the war gardens conducted by middle aged professors and even to their military drill. The same end is achieved by a vocation which gives an outlook on a wide context of relationships. It enables the builder to see his skyscrapers and suspension bridges as embodiments of social service and science and beauty and the glory of God.

There is no time, nor is this the occasion, to discuss the application in detail of this ideal of culture to school practice and organization. It is evident however, that the type of education which tries to use the practical activities of the workshop and the home for purposes of social insight is in line with this development. So is the attempt to educate children in the art of self-government while they are in the schools. So again are the revisions in the organization of material and in classroom methods which place the stress on initiative and independent thinking. These are all movements in the direction of making the material of the curriculum contribute to the reinterpretation of the social environment. They have created an acute need for detailed knowledge of many kinds. It has become necessary to study the interests and capacities of pupils, to analyze the various activities of society, and to check on our theories by various tests and measurements. As soon as we begin to revise or reformulate the educational ideal, we find it necessary to collect facts, which means



that we must make constant use of scientific methods. Science and democracy go hand in hand.

Democracy has sometimes been compared to a young giant just waking up and fully conscious of his real strength. In education we have not yet reached an adequate realization of our power to secure the liberation of intelligence for application to the problems of the future. Our educational system is not yet organized so as to make sure that the next generation will perform its daily round of tasks and duties in the light of historical perspective, with an appreciation of the means by which man exercises control over his physical and social environment, and with a realizing sense of social inter-dependence in the struggle for the improvement of human life. It is not yet wholly clear that the great experiment of civilization will prove to be successful. There will be future changes calling for new adjustments. What these changes will be it is impossible to foresee. But we of the present have a large share in determining whether these changes, when they come, will merely write another chapter in the sorry record of brutal conflict and struggle or whether they will be met in that spirit of culture which seeks to make every change contribute to a better understanding, better co-operation and more cordial good will among men.

*The Importance Of Suggestion In Democracy*, was read by Principal Armand R. Miller, Principal of Theodore Roosevelt High School, St. Louis, Missouri.

#### THE IMPORTANCE OF SUGGESTION IN EDUCATION

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In these days of scientific measurement, standardized tests, homogeneous grouping, and curriculum revision, in all of which I am actively interested, we must not forget certain less tangible—but not on that account less important—factors in the training of boys and girls. There is no panacea for all of our problems and it is necessary to attack them from every possible angle. I have been increasingly impressed, in the last few years, with the vital importance of suggestion in education, using the term in its psychological meaning.

We should probably be amazed if we knew how much we, as mature people, with personalities more or less integrated, are affected

by suggestion. We are familiar enough with the psychology of the mob, the revival meeting, fads, crazes and fashions, but we do not realize what a part suggestion plays in the making of judgments that we ordinarily consider as deliberate. While this may be particularly true of individuals with weak personalities, it is true to some extent of everybody, and is characteristic of childhood. Did you ever get into the toils of a master salesman and after you "came to" find that you had bought a lot or an automobile or some life insurance or stock in an oil well or something else that you had no idea of buying? Did you ever come under the spell of a real orator and find yourself almost believing in "16 to 1" or our duty to stay out of the League of Nations? How long could you stand having people tell you that you were not looking well? How much is your judgment swayed by a confidently expressed opinion, presented without any argument whatsoever, or by the mere example of some other person? Why is it that the presence of one person cheers, while that of another depresses, a third irritates?

Suggestion depends on the fact that what is held in the mind tends to work itself out in conduct. That explains the value of pure-mindedness and high ideals, on the one hand and, on the other the baneful effect of lurid newspaper accounts and moving pictures portraying crime and immorality, often presented so as to make heroes and heroines out of those who violate the laws of God and man. To what extent such suggestions "take" depends upon the strength and nature of the determining tendencies of the individual and upon the inhibitions acquired under more favorable conditions.

Suggestion may make or break the morale of individuals, minor groups, and even of nations. Thinking of failure and incompetency is the surest way to bring them about. Woe betide the nation that gets discouraged when at war, for discouragement is more deadly than enemy bullets.

As regards school problems let us speak first of discipline cases. As these are often pupils who are in one way or another mal-adjusted, or whose personalities are imperfectly integrated, it is here that we should be particularly careful not to implant harmful suggestions. It is perfectly proper to express righteous indignation and unqualified disapproval, but we must make the offender feel that we are personally disappointed and that we are certain that his best self does not approve. We can never afford to treat with contempt and

doubt avowals of repentance and protestations that the act will never be repeated, no matter how much our confidence may be shaken. Such avowals are a hundred times better than shrewd denials and an antagonistic spirit. Better to say, "I am sure that you mean it and I want you to try harder than you ever tried in your life to live up to it. Remember that I am back of you." Even when the offense is so serious that the pupil is compelled to drop out of school, there is no place for harshness. A cordial handclasp, a sincere expression of regret and a few words of encouragement and confidence may still turn the trick. The more vividly you can picture his future self to him as a worthy, successful citizen, the more likely is your prediction to be realized. This is particularly true because of the crisis that exists. We all know from experience how deep are the impressions made at the time of emotional stress if they are so presented as to be brought clearly into the consciousness.

Leaving now the question of handling discipline cases, is it not true that one of the biggest jobs of the school is to implant in each pupil's consciousness a clear-cut picture of the individual he hopes to be—his ideal self? There is absolutely no doubt that we grow more and more like the picture of ourselves which we hold in mind. It gets into the sub-conscious and, like Ernest in Hawthorne's "Great Stone Face," we are continuously building toward it. Even our facial expression, our posture and our walk reflect what we hold in the picture. A plan for the building of a personality is just as necessary as a plan for a house or structure of any kind. We call the working out of the plan "self-realization." Its importance cannot be over-emphasized.

A great deal of harm is done by teachers, in the way of bad suggestion, by the use of sarcasm and personalities in general. Corporal punishment has fallen into disuse but tongue-lashing is still all too frequent. Of course, there is no harm in an occasional display of spirit on the part of a teacher—indeed, this may have a very salutary effect—but a teacher who insults the personality of pupils by using sarcastic words and applying epithets may do an incalculable injury. Far more harmful, however, as far as suggestion is concerned, are careless remarks reflecting on a pupil's intelligence. Sarcasm generally calls forth resentment which at least tends to inhibit the harmful suggestion but when the pupil is classified as stupid and accepts it, so much the worse.

We cannot be too careful in the use of intelligence tests, reference to the "I. Q.," "C classes," "morons," etc. In the first place, we must realize the limitations of our methods of testing intelligence, especially when we use the group method and perhaps limit ourselves to a single test. Anxiety, indisposition, poor vocabulary due to home conditions, and a dozen other factors may vitiate the results. Moreover, we measure a phase of intelligence that makes for success in academic subjects and may have but little to do with success in a trade or in business. Some of these so-called "low I. Q.'s" will have become financially independent when we are still working on a salary—that is, if we don't discourage the life out of them by making them too conscious of limitations!

In the second place, there is the point made yesterday by Dr. Briggs, that intelligence is only one factor determining behavior—probably a much smaller factor than we ordinarily assume. The dynamic power of the emotions must be reckoned with. Think of the importance of courage, faith, and optimism, none of which do we measure by our intelligence tests. Don't we find "C pupils" who possess more social intelligence than is possessed by some "A pupils?" The same is frequently true of initiative, leadership, dependability, and the intangible thing we call "personality."

It is said that some principals boast that no secret is made in their schools of the fact that certain classes are made up of pupils of low intelligence, and that the whole school calls them the "mutt classes" or the "dumbbells." If this is correct, I for one should take the position that homogeneous grouping was doing more harm than good and should call such administration criminal. The question may be raised whether it is possible to avoid the suggestions of inferiority even when great tact and caution are used by all concerned. The point is that nothing is more deadly and paralyzing than an "inferiority complex." It is far better for a pupil to think that his poor work is due to laziness than to stupidity, especially when the stupidity is proven by something as formal and presumably certain as an intelligence test.

Faith and confidence are of supreme importance to success. A lack of these is paralyzing to effort. It is rarely indeed that anyone matches native capacity with performance. Only under the driving impulse of a high ideal and hope of achievement is it possible to even approximate it. It is marvelous how an ability grows with use and

this fact is so often overlooked. This is not an argument that we should encourage a moron in his ambition to become a physician. An attainable goal should be tactfully substituted. But every young person should be given an enthusiastic confidence in his ability to excel in some line, helped to find it and, if possible, started on the road to accomplishment.

There is a great deal of harmful suggestion involved in our traditional method of promoting pupils by groups. Some educational reformers are claiming that all progress should be individual and that there should be few if any cases of absolute failure, with repetition in a class of beginners. It is realized that this brings up some very serious problems of administration but it seems safe to predict that the mass recitation as such will be replaced by the laboratory method, giving opportunity for individual progress. For a pupil to repeat a term's work three or four times is certainly bad psychology, to say nothing of the waste of public funds. It is doubtful whether any subject is important enough to justify three or four repetitions. Such a variety of work should be offered and so much election permitted that every pupil could find a program adapted to his capacities and interests, so that he could have the stimulation that comes from success. In the absence of such provision, a pupil who fails in practically all of his work would be far better off in a job, assuming that he could find one in which he would be successful. A certain amount of success and approval are vital for the integration of the personality. Continued failure involves the suggestion of impotency and the acquiring of a paralyzing inferiority complex, an unsocial attitude, and a shut-in personality.

This matter of suggestion explains why the personality of the teacher is of such paramount importance. It also enables us to understand how a student in the American college of a century ago could have derived so much benefit from his schooling in spite of the narrowness of the curriculum. The inspiration that comes from contact with a great personality is quite independent of the subject that he may be teaching. It may be truly said that suggestion is the most important function of the teacher.

A word may be said about the suggestion that comes from beautiful physical surroundings. We hear much nowadays of the high cost of education and it is perfectly proper that the greatest possible care be used in the expenditure of public funds, but let us

not have less beautiful schools. When one considers the bad suggestion in the way of ugliness that is operating on so many of the children in their environment away from school, we surely must give them an antidote in the shape of up-lifting and beautiful surroundings at school.

In conclusion, I wish to express the opinion that there is no more important field for advanced study for those who are engaged in teaching and supervision than applied psychology, especially the psychology of suggestion and behavior. I believe that there is a great and important, but as yet largely unknown, field in the study of the sub-conscious, of auto-suggestion, of repressions, fears, inhibitions, complexes, and mental functioning and health in general. What we all need is not more knowledge of subject matter but of human nature.

Mr. G. W. Murdoch, Principal of Southwestern High School, Detroit, Michigan, read his paper, *Some By-Products In High-School Education*.

#### SOME BY-PRODUCTS IN HIGH-SCHOOL EDUCATION

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Say Paw, a Burmese girl—dusky, diminutive daughter of the East—was graduating from an American high school. Her class, numbering ninety-four, had assembled for the class day banquet. After the president's address had been delivered and the poem, prophecy, and history disposed of in due form, the members of the class, with something approaching a sigh of relief, entered into the merry-making of the occasion. The class clown arose. He drew from a case various articles, a present for each member of the class. Hilarious laughter greeted each presentation, for the gifts were ludicrous indeed—until it was Say Paw's turn to receive. With a brief, well-worded speech, the clown presented to her, not a ridiculous, mirth-provoking trinket such as the others had received, but instead a handsome Swiss wrist watch, bearing her name—the gift of her admiring classmates. This was their good-bye to her, for she was going back to Burma to teach in a mission school.

To those of us who were looking on, this episode was significant and inspiring. A class of high-school students, a large percentage

of whom were of foreign birth or parentage, expressed in this way appreciation of real worth. For Say Paw was not handsome, judged by our western standards, but she possessed a keen mind and a sort of unusual charm. She inherited the culture of an ancient race. Her people had progressed far along lines of civilization and refinement before our Caucasian ancestors had emerged from barbarism. In all probability, our distant forefathers were still wandering about over the stretches of northern Europe and western Asia, living in nomadic fashion, while *hers* were comparatively well settled and had taken on to a considerable extent the garb of civilization. Say Paw's classmates were in some scarcely understandable way aware of her superiority. They gave expression to their awareness in this unanticipated and rather dramatic way.

Ability to recognize and to appreciate real merit and loyalty to friends are qualities worth encouraging and cultivating. These qualities the members of that class had acquired in a pronounced degree. Now such qualities as appreciation of worth, loyalty, sincerity, friendliness, and generosity are by-products in high-school education. They are in no way the results of deliberate planning. They are unanticipated, coincidental, spontaneous. There has not been any design on the part of high-school curriculum builders to include in the daily program a course or courses the pursuit of which would lead definitely to an "appreciation of worth" or "loyalty to friends" *as such*. These qualities of necessity come, if at all, as by-products. They are, in a way, accidental. Are they not nevertheless valuable? May they not in many cases be as worth while as the accomplishment of some of the well defined aims of education?

The Semet Solvay Company was organized in Detroit in 1895 for the purpose of manufacturing coke. Up to that time it is a well known fact that methods of producing coke were wasteful. Many materials of value went up the smokestack or were thrown upon the dump heap. Improved methods used in the distillation of coal have practically eliminated waste, so that now there are thirty-one by-products resulting from the manufacture of coke. The by-products of the Solvay Company are worth more by far than the coke, which was the original product. Among the best known of these by-products may be mentioned ammonia, coal tar, benzol, fuel gas, and T.N.T.



The chief and practically the only product of the Standard Oil Company in the early days was kerosene. To-day, kerosene is a long way down the scale in importance when we list in order of their value the marketable products of the Standard Oil Company. The by-products, not the products, are the things we find most useful and indispensable today.

The purpose of the American high school at the time of its inception was primarily intellectual development. It sought to secure a "general diffusion of knowledge." Even now, most laymen and a considerable number of school people look upon the high school as having one very definite function, viz., the training of the intellect, book learning, or the imparting of knowledge. The purposes of the high school have been extended so that they now include seven rather well defined objectives. In other words, they have begun to expand. Even as industrial concerns have expanded and are now turning out many more useful commodities as by-products than they ever dreamed of when they started, so the high schools have broadened their spheres of useful activities. Even now there are many by-products. They are, however, scattered, somewhat vague, not readily recognized. It must be admitted that high schools and colleges are a bit more conservative, reactionary or slow to awaken to the challenge of new conditions, than are the schools dealing with children of the pre-adolescent period.

The purpose of this paper is to indicate rather roughly some of the results that a good high school accomplishes that are not definitely listed even among the far-famed seven objectives. They are not so listed because, from their very nature, they cannot be anticipated or defined. They are correlative, coincidental, the results of definite causes to be sure, but, nevertheless, apparently fortuitous. Now they appear; again they do not. We do not know as yet quite how to plan for them. But we should recognize them, nevertheless, when they do appear. They are by-products of the education process.

A football team is playing its most formidable rival. Its desire is to win—now if ever. The boys would rather win this game and lose all others than lose this and win all the rest. There is pronounced but friendly rivalry. The decorations on fences and goals are equally divided, both schools being duly honored. This is the work of the Young Men's Club of the home-team school. The hosts have played fair with their visitors and guests, for the colors



of both schools intermingle on a 50-50 basis. This is real sportsmanship. It is worthy of recognition and commendation, inasmuch as no teacher or coach suggested it. In the game a player is injured. An opponent assists him to his feet and helps him to resume play. The referee, at the end of the game, speaks of it as the finest and cleanest of all the contests in which he has officiated. Right ideals of courtesy and fair play are valuable by-products in high-school education. Such qualities—results often of extra-curriculum activities—help as much toward genuine success in life as knowledge acquired in the classroom.

The modern high school is becoming more and more democratic in its organization and administration. The student body is encouraged to contribute its quota toward the success of the institution through *participation*. The school is a co-operative enterprise in which every student is urged to become a stockholder. There are service committees, a student council and clubs of various kinds, all of which contribute their share toward the unity and success of the whole. Out of a plan such as this, develop on the part of each student, more or less, a feeling of inner worth and a sense of individual responsibility. A wholesome atmosphere and good school spirit characterize this kind of organization. Without a feeling of friendliness and responsibility and a co-operative attitude on the part of the student body, the institution might as well close its doors insofar as progress in citizenship teaching is concerned. The best way for us as teachers to help in making good citizens for the future is to see that our students *in school* get some real practice in citizenship. The school must be considered a laboratory. It is indeed a real community. The students are the citizens working together under our guidance and encouragement for the general welfare. From such participation in school activities, develop qualities of leadership, initiative, and dependability. Above all, a feeling of loyalty to the cause is aroused. May we not therefore enumerate as by-products of high-school education resulting from democratic administration such qualities as these: leadership, dependability, earnestness, responsibility, initiative, enthusiasm, and loyalty?

A student speaking of his teacher to another student was overheard to say, "He's a real guy and he knows his stuff." A genuine compliment! For directness and absolute frankness, it can't be beaten. Young people are more straightforward to-day than they

were yesterday. They don't "beat about the bush." Candor, frankness, and sincerity are qualities that are encouraged by present day methods of dealing with high-school folks. No barriers separate students from faculty. All are on the same level. Superior ability alone scores; there are no artificial handicaps or distinctions. The fact that teachers do not hold themselves aloof from the students but mingle with them as "members of the big family," that they are friendly, kindly disposed, and companionable, accounts in great measure for the development among the students of attitudes of friendliness, frankness, and sincerity.

Teachers are no longer called upon to do police duty in the halls, auditorium, and lunch room. Traffic is better regulated and halls are kept in better order by a "service committee" composed of students and a faculty adviser. There is less friction. Teachers as well as students are happier. Better feeling results, and, at the same time, the students serving upon the committee are receiving very valuable training. Noisy, disorderly fellows have been cured permanently by being given an assignment on the "service squad." Students accept nomination on the committee as an honor. In the great majority of cases the work is well done. The development of a feeling of responsibility is one of the most commendable things the high schools of the present are accomplishing.

In the modern school the slogan is leadership. Teachers no longer drive. An environment as cultural and as favorable as possible is arranged. The stage is set for the realization of the students' fullest possibilities by wise organization, judicious planning, and contagious and courageous leadership.

The modern arrangement moreover encourages an attitude of open-mindedness on the part of the student, the accomplishment of which is the first step in progress toward any desired goal in learning. Prejudice is under the ban. The very air the students breathe is that of toleration. All are taught to accept facts as they are and to respect the truth wherever found. Willingness to seek and to accept the truth as it is discovered is the only foundation upon which to build a broad and liberal education.

These are but a few of the many by-products of high-school education. The list might be extended almost indefinitely. But the claim is made that an equally long list of undesirable by-products

might be submitted. Such is not the case however. The worthless and harmful results attending the educative process should be set down as *loss or waste*.

The great packing industries of the country are converting all erstwhile waste products into useful and marketable commodities. There is practically no waste in well organized industries to-day. The packing companies convert seemingly useless materials into fertilizers if nothing more. Can educators take a tip from the captains of industry? If the schools, by more efficient and business-like methods, could in some way transmute their waste products—failure, high mortality rate, truancy, loafing—into a sort of social fertilizer, the outlook for the future would be brighter. If it is the business of education to salvage waste to convert loss into gain, that end will be attained not by means of a program of compulsion, but through example, scientific procedure, and by honest, enthusiastic, contagious, inspirational leadership.

High schools to-day, worthy of a place in the sun, are so ordering their households and so directing their affairs as to bring about a constantly increasing quantity and a better and better quality of those results that we speak of as by-products. Stress is being placed more and more upon *doing* as well as knowing. "That knowledge is most worth while which functions in action" has become a truism.

The immediate future is full of promise. Notwithstanding the disturbing contentions of our prophets of gloom and despair, humanity is improving continuously and certainly *through education*. Heredity holds us bound in many respects, but environment, constantly changing and largely within our control, gives ample grounds for hope. It is the business of education to teach such facts and create such ideals as shall tend to determine an environment that is steadily improving as time goes on. Physically, politically, socially, and ethically, schools are doing that if they are fulfilling their sacred obligations.

When all is said and done, it remains a basic and inspiring fact that education is the hope of the future. For confirmation of this statement, read the cheering messages of such far-seeing and wide awake scholars as Glenn Frank and John Langdon-Davies. Their heroic encounters with the so-called prophets of gloom and the pseudo-scientists infesting our highways and byways give courage to weary and despondent souls.

That learned pessimistic pose assumed by so many of our present day writers is but a whim, a transitory phase, a passing style. Truly it has assumed monumental proportions, but soon it will disappear. A scientific optimism will take its place. The bulwark of that new faith shall be education progressing farther and farther and growing better and richer as the years go by. In education alone is the hope of the future. Truth and the search for it shall lead men on and on to greater heights, mentally, morally, and spiritually. Even now the clouds are lifting. The world is awakening in the dawn of a better and brighter day.

Principal W. C. Giese of High School, Racine, Wisconsin, read his paper, entitled, *The Standards of Life and the Standards of the School*.

#### THE STANDARDS OF LIFE AND THE STANDARDS OF THE SCHOOL

W. C. GIESE,

PRINCIPAL OF HIGH SCHOOL, RACINE, WISCONSIN

"The fundamental difficulty with our educational system is that it is controlled by idealists." Thus spoke a successful man of affairs who in earlier life had been a school teacher. We had been discussing the tendencies of the times, the outlook, and the equipment of modern youth, and the problems which are laid at the door of the school in this wonderful yet difficult and complex age. Accepting the criticism with a proper humility, I asked why practical men had permitted this idealistic monopoly of the important business of education. According to this "Babbit" from my own town, the case sums up somewhat like this:

The curriculum of the high school is cluttered up with subjects which have been inherited from the past but which have no practical value or significance to-day. Under the stress of competition, industry is constantly moving forward; for the law of survival compels directors of business to strive for the elimination of waste and the increase of production. But the school does not feel this urge. Here the cost of operation is always provided for, whether such operation is efficient or inefficient. In fact, there are no reliable standards for determining whether a school is educationally solvent; that is, whether the education which the school gives is worth what it costs. There-

fore, practical men who have the talent for achievement in material things do not go into educational work; at least they do not stay there. Such men cannot tolerate the uncertainty which surrounds all the results attained in education. They must have objective evidence of definite and convincing character that their methods of work are effective and efficient. Hence, the practical man goes into manufacturing, into salesmanship, into advertising, or into any field of human endeavor where the efficiency of the methods used in carrying on the business can be determined with satisfying exactness. Thus, the business of education is left in the hands of those who can be happy in their work without knowing whether their methods are right or wrong, because they are sustained by a blind faith that any sort of education must be good for everyone and that all souls will be saved educationally if attendance at school is required and enforced. There is no driving incentive to be constantly testing the value of the product in comparison with costs of operation. Any industry or business conducted on that basis would soon be in the hands of the receiver.

If the school had to face competition, the standards of the school would be stripped of non-essentials and would be keyed to utility, for utility is the ideal and watchword of to-day.

Perhaps most of us have heard similar indictments before. Though the words may be different, there is present a tone that has a strangely familiar sound. The same note was sounded when our educational conferences vibrated to vocational and pre-vocational keynotes. (Of late we have not heard so much about the pre-vocational. Perhaps this is because, though the term was impressive, no one seemed to be clear as to what it really meant.)

The parent who wants the principal to plan a course of study for his son so that the boy will learn only useful things, and find life easier than the father found it is voicing a demand for a practical education of the white collar variety. The principal who seeks to lure into the high school the graduates of the eighth grades and junior high school by setting forth the dollar value of a high-school education is striking the same chord. The citizens who send their children to a business school, a trades school, or the continuation school where English or social sciences, or other cultural subjects are not required but only practical subjects are taught, are by this action protesting against the theoretical education of the high school. All these bear

evidence to the fact that the standard of value in American life to-day is a material standard and to the belief that the education of youth in order to be effective must be a practical education.

It is natural and perhaps inevitable that this should be the standard in this amazing age in which we live, an age which has been so sterile in cultural achievements but so marvelously productive of material things. The common man to-day has luxuries and comforts unknown to kings and princes a few centuries ago. Above all he has come to have the experience of leisure. Moreover, in this we have only made a beginning. Science and business organization seem to have set at naught the economic laws governing production and consumption. Man works less and produces more. He saves less, consumes more, and yet has more than ever before in the history of the world. The day may not be far distant when man, through the aid of science, will have increased his productive capacity to the point where it will be necessary for him to labor only five or six hours a day in order to produce all he is able to consume.

The dream of humanitarians is being realized. Science has lifted man out of the stupefying treadmill of endless toil to a plane of living where he can taste the joys of leisure. This blessing has come to him through the genius of those who achieved in material things. It is not strange, therefore, that training for material achievement should be the goal of education in the minds of men to-day.

Since the public pays the costs, should not the high school give to the community the sort of education it wants or thinks it wants? Besides, so-called practical education is easy to advertise, its attainments can readily be placed on display with the result that the protests of the always protesting tax-payer are at least partially silenced. How difficult it is on the other hand, to convince a community dominated by industrial and commercial interests that the ideal of culture, let us say, should be the first objective of education, and that if this ideal were realized in our schools we would have the best education for all the children of all the people in a democratic society. And after listening to the speakers of the afternoon setting forth the importance and function of ideals in our society, there can be little doubt that the greatest values of education are intangible values which cannot be measured or standardized.

One may seriously question, therefore, whether giving the public what it wants is a safe guide for a social institution in whose trust

are placed the ideals of individual and community life. By accepting this rule as a guiding principle, other social agencies have become degenerated and then in turn have become the instruments of degeneration. Newspapers have, in many instances, ceased to be constructive agencies in the education of youth and have become the sources of propaganda, scandal, and crime. Theatres are experimenting in nudity, profanity, and putridity. Literature is steeping itself in sex. Music has prostituted melody and rhythm to the insane staccato of jazz. And the cinema, the youngest virgin of the arts, has already become a wanton of illicit loves. Not the wants but the needs of the community must become the standard of our schools. These needs are often unspoken because men are often unconscious of their greatest needs while clamorous for their slightest wants. The need may have been an age-long hunger of the race and yet not find clear, articulate expression in any generation. Does the need of a community, for morality, for culture, for a spirit of brotherhood often find a commanding voice? Rarely is it heard.

What are the great needs of America to-day? In spite of our material prosperity why is there so much pessimism concerning the future among those who love America enough to see things as they are? There is no immediate danger that the sources of material wealth will be depleted or that we shall suffer for the lack of material things. Our needs are not material, for our productive capacity already exceeds our capacity to consume. It is estimated that manufacturing industries when operating at the full can produce a supply of goods 30 per cent greater than the demand. The problem of agriculture is not more production, but regulation and stabilization of crops.

Moreover in this highly specialized age the school can do little in the way of training for production. It can and should give the foundation for the advanced training of the professional and technical schools, to those who will become the directors of industry or will fill the ranks of the professions, but the attempt to give vocational training to the great body of workers will be futile and ineffectual. Recently I asked the director of a continuation school what proportion of the workers in any modern highly organized industry were specialized piece workers, and he estimated that ninety per cent would be a conservative proportion. These workers can be trained on the job in a period of from one to seven days. Industry can train



them cheaply and efficiently. What folly for the schools to attempt such training.

Yet my business friend in his indictment of our schools seriously advocated a program of education for utility. I believe that our error has been not in following it too little but in following it too much. We have too readily fallen into step under this standard of materialism and efficiency. We have inspected and sorted and classified pupils as assiduously, if not as accurately, as industry inspects and classifies the items of the stock room. The experts of education have been busy studying pupil load and teacher load and have determined the administrative efficiency of the school by a mystical ratio between the two. We have standardized courses and laid out the content of subjects into standard blocks of work and then goose-stepped the pupils through or around these blocks. The general program has become so intricate, the administrative machinery so complex and so specialized, that educational engineering has become more important than teaching. It is possible that through all this we have neglected the things of first importance.

For this golden age of man has forgotten a great truth, uttered long ago, that "Man shall not live by bread alone." If our youth is following materialism and false gods, it is because we have hesitated in latter years to proclaim with enthusiasm the old ideal of culture. We have failed to teach youth how to find culture and happiness in the margin of life. Our Eutopia of material comforts now has little place for the things of the spirit. Leisure which embodied the opportunity of the age for spiritual uplift seems destined to become the instrument of its decadence. Home-life is departing from our homes of luxury and comfort. Leisure has not brought happiness here. The fireside peace and joy of "The Cotter's Saturday Night" or Whittier's "Snowbound" are unknown in most homes to-day. The homes of America which have been the rock of our republic are becoming houses without inmates. We have leisure in abundance, yet no leisure to develop worthy home membership.

The evils of American life are not economic but are evils which arise out of the use of leisure. The excesses attributed to modern youth are the excesses of leisure hours. If cabarets, road houses, blind pigs, and questionable theaters are running at the flood, it is because leisure has been perverted to a febrile hunt for excitement. Perhaps this is only a desperate search for happiness, because youth



has not found a better way. The great need of our day is to learn how to find happiness in leisure time through worthy home membership, community service, and wholesome recreation. Can the school meet this need? Can it permeate our American life with those ideals which represent America at her best? It cannot be done if we accept the standard of materialism as the standard for our schools. We must write culture first on the standard which is to be the guide for the teachers in our schools. We must revive our faith in the potency of culture. We must stress ideals of life and living as the key to personal happiness and national greatness. We must educate for the worthy use of leisure, and leave to industry the problem of education for production. In the words of Calvin Coolidge: "We do not need more national development, we need more spiritual development; we do not need more intellectual development, we need more moral power; we do not need more knowledge, we need more character: we do not need more government, we need more culture; we do not need more law, we need more religion; we do not need more of the things that are seen, we need more of the things that are unseen."

An abridgement of the report of the Committee on Class Size was presented by the chairman of the committee, Milo H. Stuart, Principal of Arsenal Technical High School, Indianapolis, Indiana. The full report follows:

#### REPORT OF THE COMMITTEE ON CLASS SIZE

*Mr. President:*

Your committee consisting of Principal C. P. Briggs, Lakewood, Ohio; Dr. Earl Hudelson, University of Minnesota; Principal Fisher, Kalamazoo; Dr. P. R. Stevenson, Ohio State; Dr. F. S. Breed, University of Chicago; Principal H. V. Church, Secretary, Cicero, Illinois; and M. H. Stuart, Indianapolis, Chairman, beg leave to submit a brief report of progress. The committee feels at the outset that there prevails one false impression at least regarding its work which should be corrected, namely that some consider this a movement to increase class size and thereby overload the teacher.

In these days of compulsory attendance, juvenile courts, detention homes, and other institutions for correction, the high school is one of a large group of institutions in one of which each pupil

must find a place. If a boy is not bad enough for a correctional institution, the load falls upon us.

We must therefore organize and classify even the unclassifiable into the best working groups and develop a technique that will "hit the spot" or we fail to measure up to the task society has placed on our shoulders.

Since it is unreasonable to suppose that the Creator made subject matter of such uniform consistency and adolescent nature so smooth running that all classes under all conditions could be of the same size, it seems highly probable that the optimum class size in some cases would be larger and in others smaller than that which exists at the present time.

In fact we are in sore need of extra time to care for the irregular and wayward in order to keep before them purpose and opportunity. There are some with talents who need supervised study to teach them industry. There are others so slow but steady they need double recitation time. There are still others so indifferent that they must be gathered into atypical groups and cared for almost as separate individuals.

If the movement for optimum class size could point the way to large classes in certain subjects with certain groups, it would help much in affording time and talent to take care of that submerged tenth which is so perplexing without a constructive plan that ministers to their individual needs.

With this understanding of the task before us your committee submits the following synoptic outline for the study of optimum class size:

## PART I

### EXPERIMENTAL STUDY OF CLASS-SIZE

#### DESCRIPTION OF EXPERIMENT FOR CO-OPERATING HIGH SCHOOLS

A. PROBLEM.—This phase of the problem which the committee was appointed to investigate may be stated as follows: *Other things being equal, what is the effect of class-size on the efficiency of instruction?*

## B. TYPES OF EXPERIMENTS.

- I. *Classes of different size varying within normal range (15-45).*
  - (a) Taught under identical conditions in compared groups.
    - (1) With miscellaneous grouping of pupils.
    - (2) With homogeneous grouping of pupils.
    - (3) With individual instruction of pupils.
  - (b) Taught by optimum methods for each group.
    - (1) With miscellaneous grouping of pupils.
    - (2) With homogeneous grouping of pupils.
    - (3) With individual instruction of pupils.
- II. *Classes of different size varying considerably beyond the normal range (15-100).*
  - (a) Taught under optimum conditions for each group.
    - (1) With miscellaneous grouping of pupils.
    - (2) With homogeneous grouping of pupils.
    - (3) With individual instruction of pupils.
- III. *Classes of the same size varying beyond normal range (75-200).*
  - (a) Taught as a unit and in sections versus taught in sections only.

C. DESCRIPTION OF EXPERIMENT.—In the Experiment Type I-a in which pupils are miscellaneously grouped, the method of comparable groups will be employed. This method will require strict control of all factors except that of class-size in any two compared groups. Control of the factors other than the variable whose effect the experiment is designed to measure will be attempted through the establishment in any two compared classes of identical conditions in the following respects:

- (1) Ability of teacher
- (2) Material of course
- (3) Method of teaching
- (4) Physical conditions and equipment
- (5) Length of period
- (6) Time of day

- (7) Status of pupil
  - a. Grade
  - b. Sex
  - c. Achievement
  - d. Intelligence
  - e. Study

D. CONTROL OF CONDITIONS.—In the experiment Type I-a-1, 2, 3, conditions stated above shall be controlled in the following manner.

- (1) The large and small classes in each pair shall be taught by the same teacher.
- (2) The large and small classes in each pair shall be given the same quality and quantity of subject-matter.
- (3) The same method of teaching shall be employed in each pair of classes.
- (4) Care will be taken to secure equally satisfactory physical conditions and equipment for the large and small classes paired. The important factors involved under this heading are heat, light, and ventilation; comfort and convenience of seats, desks, chairs, and tables; blackboard space; apparatus; room space per pupil.
- (5) The length of the period shall be the same for both the large and small classes in each pair.
- (6) In order to equalize the factor of time of day, classes shall be properly balanced in the different periods of the day. For example, if two teachers each teach a pair of 9A algebra classes at the nine and ten o'clock periods, one should be given a large class at 9 o'clock and a small class at 10 o'clock. The other teacher should instruct her large and small classes in the reverse order.
- (7) The factors pertaining to pupils will be adjusted as follows:
  - (a) The pupils in paired groups shall be selected from the same grade.
  - (b) The same proportion of boys and girls shall be used in a large and a small class of each pair.

- (c) It is necessary to determine the initial ability of the pupils in a given subject and equalize compared groups therein. A subject will therefore be chosen in which the pupils have had at least a semester's work prior to the beginning of the experiment. Where no acceptable scale or standardized tests are available for measuring the initial ability, the teacher will prepare an objective test of the true-false and best-answer types of questions. This test should contain approximately 80 exercises and be in mimeographed form. It should cover materials taught prior to the experiment and also the materials to be taught during the experiment. The scores on this test shall be used to represent initial achievement. The large and the small classes in a given pair shall be so related that they will have the same average and the same variability in achievement. The raw scores on the achievement test will be converted into terms of sigma. The committee will furnish the teacher a simple table showing the raw scores and their sigma equivalents.
- (d) In a sufficient number of comparisons for control purposes, classification of the pupils will depend upon intelligence scores. In this case, in addition to the achievement scores, the pupils in paired groups shall have the same average in general intelligence. Classification into groups of equal mental ability shall be based on the average score of the pupils in the two intelligence tests. The pupils' scores shall be computed by transmuting the raw scores into their equivalent sigma and adding. A table of raw scores and their equivalent derived scores will be provided by the committee.
- (e) The amount and method of study shall, in so far as possible, be equalized for the large and small classes in a pair. The requirements for home work, supervised study, and time in the study hall shall be the same for any two groups under comparison.

E. LARGE AND SMALL CLASSES TAUGHT UNDER OPTIMUM CONDITIONS.—One very important phase of this investigation is to determine the relative efficiency of instruction in large and small classes when specific methods are used for the small classes and different methods for the large classes. It is quite possible that methods in instruction which are most successful in small classes may not be equally successful in large classes. This type of experiment, referred to under Types I-b and II-a will be organized as soon as the subcommittee which is now collecting information makes its report on methods that are particularly suited to large classes on the one hand and small classes on the other.

F. EXPERIMENT B-III is planned to determine whether it is better to divide a large group of, say 100 pupils into permanent sections of 25 pupils each, or to preserve the unity of the group for certain forms of work in the course, and to divide it into sections for certain other forms. Instead of being a study of large versus small classes, Experiment B-III may be described as a study of large *and* small versus small classes. As in B-II, all conditions shall be kept constant in this experiment except method of teaching, or, more specifically, method of class organization.

G. FINAL TEST.—The efficiency of small and large groups shall be measured by a standardized test or an objective examination covering materials studied during the course of the experiment. The objective test administered at the beginning of the experiment will be repeated for this purpose. As in the case of the initial test, the raw scores will be transmitted into terms of sigma. The progress of each class will be measured by the difference between the initial and final scores on this test, and the relative progress of the classes by a comparison of these differences. The committee will co-operate with the schools in the preparation of the objective tests and will furnish teachers simple tables for converting raw scores into their equivalents.

#### NOTE

It should be explained that the requirements with regard to the control of conditions outlined are of necessity rather rigid, for this is the crux of the whole experiment. Unless the factors which affect achievement, in addition to the size of class can be controlled, there is small justification for this undertaking. The Committee, however, desires to remind the schools which are prepared to co-operate that a few conditions may be controlled statistically as well as experimentally and that factors which are not equalized in the classes as organized in the school may sometimes be equalized in a statistical treatment of results. Schools disposed to co-operate, therefore, are advised to present their experimental situation to the Committee before declaring it unsatisfactory.

You will see from the above outline that "optimum conditions" will form an important part in all future investigations of class size. All experimentations under this heading must therefore wait until someone sets up what he considers to be the most favorable conditions. Hence the study at this point takes a new slant and introduces the subjects of classroom technique and administrative co-operation.

## PART II

### TECHNIQUE IN RELATION TO CLASS SIZE

The following outline will give some idea of the scope and fruitfulness of our contemplated investigation on this subject.

#### A.—THE TEACHER-PUPIL RELATION IN THE LARGE CLASS.

- (1) How keep the pupil doing, acting?
- (2) How can teacher and pupil become acquainted?
- (3) How can information about pupils be gotten early?
- (4) How prevent losing the individuality of the pupil?
- (5) How preserve the leadership which would naturally manifest itself in a small group?
- (6) How encourage the reticent pupil?
- (7) How provide for optimum speed for each in heterogeneous group?

#### B.—CHANGES IN CLASS PLANS.

- (1) What can take the place of group discussions?
- (2) What change in nature of assignment?
- (3) What change necessary in emphasis on assignment?
- (4) What changes in class organization? One unit—case groups—or individual.
- (5) Adaptation of job-sheet procedure to larger classes with method of handling accelerated and retarded pupils.
- (6) Determination of whether number or proportion should control selection of content.

#### C.—CLASS ATTITUDES.

- (1) Discipline.
- (2) Physical and emotional effects of large groups.
- (3) The effect of priority on the teacher.
- (4) The influence due to pupils being accustomed to other sized groups.

D.—MEASUREMENT OF ITS EFFECTS.

- (1) Immediate recall.
- (2) Retention.
- (3) Practical application of knowledge.
- (4) Effect upon various kinds of learning.
- (5) Effect upon the realization of the aims of education.
- (6) Effect upon work for which the work is a prerequisite.

E.—MECHANICS OF PROBLEM.

- (1) How expedite mechanical function of teacher?
- (2) Extent to which pupil help may be used for routine work.
- (3) How equalize time for routine in large and small groups?
- (4) The problem of hearing in the large class.
- (5) Determination of the additional physical facilities necessary.
- (6) The influence of length of the period.
- (7) Should the time of day factor be equalized?

F.—PLANS FOR CONDUCT OF INVESTIGATION.

- (1) Should there be a prescribed technique?
- (2) Should the experiment be extended into the next school year?
- (3) Should all pupils tested be in both large and small groups?
- (4) Should the experiment trace the return of the pupil to the normal sized group?
- (5) Should the experimental groups be kept abreast or should they merely cover the same ground?

Already the co-operation of more than 800 teachers has been enlisted in securing a wide range of current commendable practices. The preparation of a sheet of instructions and inquiries calculated to bring forth from these teachers constructive thinking on technique is well under way. Aside from the contribution these teachers will doubtless make to a compilation of valuable technique, they will at the same time perfect their present technique to greater advantage with reference to present class size. Each principal will therefore do well to encourage one or more of his teachers to get in touch with this aspect of the class size undertaken.



### PART III

#### ADMINISTRATIVE CO-OPERATION RELATIVE TO CLASS SIZE AND CLASS INSTRUCTION

##### A.—ADVANTAGEOUS GROUPING AS ILLUSTRATED BELOW.

- (1) Formation of the conventional homogeneous groups.
- (2) Formation of large common groups by segregating both the exceptionally bright and the exceptionally dull.
- (3) Formation of double-period, double-size classes made up of homogeneous low-grade students.
- (4) Formation of groups of exceptionally high-grade students by such plans as the Dalton.

##### B. ADMINISTRATIVE DEVICES BY WHICH THE TEACHER PUPIL-LOAD INCREASED WITHOUT ADDING TO THE TEACHER'S BURDEN.

- (1) Clerical assistance.
  - (a) Student groups in commerce producing class materials.
  - (b) Paid clerical assistants.
- (2) Subject-matter assistance.
  - (a) Student groups helping the teacher and acting as unpaid assistants, thereby securing at the same time special training in a given subject.
  - (b) Paid teacher assistants.
  - (c) Cadet teachers.

### PART IV

#### ADMINISTRATIVE ADVANTAGES AND DISADVANTAGES GROWING OUT OF A WIDE RANGE OF CLASS FORMATION

A. The per capita cost of small specialized groups counterbalanced by large regular groups assigned to the same teacher.

B. The strong teacher to whom specific administrative duties are delegated may be given a full teaching load in few sections thereby being available for student consultation during a greater part of the day. For example, sponsor duties, extra curriculum activities.

C. Study halls, lecture rooms, music rooms, sponsor rooms, classrooms, all of variable size—may be used to capacity through room assignment on basis of class-size.

The utilization of our school plants to capacity is no insignificant part of this study. If buildings are constructed with rooms too small or too uniform to make possible advantageous class size both large and small, then our conclusions whatever they may be would quite likely be without value unless we make great outlays for modernizing our high-school buildings. Likewise it is equally unwise to construct school plants with rooms so large that a part of all of certain rooms are unoccupied during a part of each day.

All this leads the committee to inaugurate a building survey to determine the present tendencies as to size, number, and purpose of rooms now in use, thereby determining the most desirable class size from the standpoint of building economy. Should the optimum class size fail to conform to our physical accommodations a new aspect of school architecture would immediately come to view.

In concluding this synoptic outline of the committee's work let it be kept in mind that we propose a study of:

1. The technique of teaching in relation to class size, in which we want the help of hundreds of class teachers.
2. Administrative co-operation, whereby situations as to class size and grouping may be set up and teachers encouraged to attempt improvement through experimentation.
3. The advantages and disadvantages of class size to the end that we may keep an open mind as the investigation progresses.

As a final word of warning, let everyone promulgate the conception that this is no more a movement for large classes than for small classes. Its purpose is to determine the optimum size of classes depending upon the subject matter and the needs of the children.

The following ballot was distributed to the members:

BALLOT  
VOTE FOR THREE

For member of National Council of the National Honor Society of Secondary Schools for a term of three years:

- L. W. BROOKS, Principal High School, Wichita, Kansas  
F. A. BRICK, Principal High School, Bayonne, New Jersey

E. J. EATON, Principal High School, Youngstown, Ohio  
F. L. GROVE, Principal High School, Mobile, Alabama  
W. C. HILL, Principal Central High School, Springfield, Mass.  
H. V. KEPNER, Principal West High School, Denver, Colorado

The poll of the ballots showed the election of: L. W. Brooks, E. J. Eaton, and W. C. Hill.

The President read an amendment to be known as section 2 of Article III:

Any principal or executive head of a secondary school may become a member of the National Association of Secondary-School Principals upon the payment of one dollar a year, provided such principal or executive head joins the Association through the medium of a state organization of high-school principals.

On motion the amendment carried.

Mr. Francis A. Brick, Principal of High School, Bayonne, New Jersey read resolutions as follows:

Resolved: That, the National Association of Secondary-School Principals extend their gratitude to Alvin W. Miller, Principal of Central High School, Washington, D. C., and to S. D. Shankland, Secretary of Department of Superintendence for their assistance in arranging for this program, and,

Resolved: That, a Commission of three members be appointed by the incoming president to survey the field of secondary education with reference to the possible development of ways and means of implanting into the minds of the youth of the land the seeds of international understanding; to discover methods of urging upon the oncoming generation of American citizens the desirability of securing information, tolerance and good will between nations, upon which vitally depends the peace of the world and the permanence of civilization;

That it report its findings, with recommendations, to this body, at its annual meeting in 1927;

That an appropriation of an amount not to exceed one hundred dollars be allowed to defray necessary expenses.

Mr. P. C. Bunn, chairman of the Auditing Committee, reported that the committee found the books of treasurer in good condition and the annual report correct. The chairman asked his report be accepted. Carried.

REPORT OF TREASURER  
NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS  
January 1, 1925 to December 31, 1925  
Presented at Washington, February 22, 1926

RECEIPTS			
Balance in bank, December 31, 1924.....		\$3,386.72	
Annual dues from members.....	\$2,380.10		
Sale of Yearbooks.....	310.60		
Sale of Uniform Certificate Blanks.....	46.55		
Honor Society Fees.....	3,583.50	6,320.75	
<i>Secretary's Office</i>	EXPENDITURES		\$9,707.47
Postage .....	100.00		
Bond .....	5.00		
Clerical Services .....	525.00		
Cheque returned (Signature not authorized)...	1.50	632.33	
<i>Ninth Yearbook</i>			
Printing .....	1,443.83		
Postage .....	100.00		
Clerical work .....	69.00	1,612.83	
<i>Honor Society</i>			
Printing .....	12.00		
Charters .....	166.29		
Refund of charter fees.....	15.00		
Cheque returned (N. S. F.).....	5.00		
Exchange .....	.45	198.74	
<i>Convention in Cincinnati, 1924</i>			
C. O. Davis's paper.....			
Printing and postage.....	\$44.25		
Clerical help .....	48.75	93.00	
Committee on blanks.....		10.30	
Badges .....		97.17	
Hotel .....		64.20	
Expenses of President.....		73.03	337.70
<i>Commission on Size of Class</i>			
May (1925) meeting.....	79.41		
November (1925) .....	155.59	235.00	
<i>Commission on Blanks</i>			
November (1925) meeting.....	175.94	175.94	
Committee on Secondary Educational Research.....		20.81	
<i>Executive Committee</i>			
Meeting in New York, October 10 and 11, 1925.....		787.37	\$4,000.72
Balance in bank, December 31, 1925.....	\$5706.75		\$5,706.75
Audited and approved, February 22, 1926.			

P. C. BUNN, Chairman  
A. J. BURTON

Mr. Otto F. Dubach, Principal of Central High School, Kansas City, Missouri, presented the report of the committee on nominations as follows:

President, M. R. McDaniel, Principal of the Oak Park and River Forest Township High School, Oak Park, Illinois.

First Vice President, Francis F. Bacon, Principal of Newton High School, Newtonville, Massachusetts.

Second Vice President, Armand R. Miller, Principal of Theodore Roosevelt High School, St. Louis, Missouri.

Secretary-Treasurer, H. V. Church, Principal of J. Sterling Morton Township High School, Cicero, Illinois.

The report of the nominating committee was approved by the Association. President Wing adjourned the Association.

MEETING OF THE NATIONAL COUNCIL OF THE NATIONAL HONOR SOCIETY OF SECONDARY AT FRANKLIN SQUARE HOTEL, WASHINGTON, D. C.

*Sunday, February 21, 1926, at 4 P. M.*

Present: President Edward Ryneanson, C. P. Briggs, L. W. Brooks, E. J. Eaton, M. R. McDaniel, R. R. Cook, Merle Prunty, and H. V. Church. Absent: H. V. Kepner and L. W. Smith.

The minutes of the meeting of February 22, and of February 23, 1925, were read and approved.

The matter of encouraging junior honor societies in high schools was on motion of Mr. Eaton and second of Mr. Briggs assigned to Mr. Prunty to report at the meeting of 1927.

On motion of Mr. McDaniel and the second of Mr. Brooks, Mr. Briggs was given the task of collecting and compiling approved activities for chapters of the National Honor Society.

The terms of the following members of the National Council expire: L. W. Brooks, E. J. Eaton, and H. V. Kepner. The succeeding names were placed in nomination on motion of Mr. Prunty and second of Mr. Cook: L. W. Brooks, Principal of High School, Wichita, Kansas; E. J. Eaton, Principal of South High School, Youngstown, Ohio; H. V. Kepner, Principal of West High School, Denver, Colorado; Frank L. Grove, Principal of High School, Mobile, Alabama;

By motion of Mr. Briggs, with Mr. Eaton as second, the President of the National Honor Society, the Secretary of the National

Honor Society, and the President of the National Association of Secondary-School Principals were chosen as a committee to select representatives in each state who are to further the interests of both organizations in their respective states.

On motion of Mr. Eaton and the second of Mr. Briggs the National Council adjourned to meet at 8:30 A.M., Thursday, February 25, 1926.

*Thursday, February 25, 1926, at 9:00 P. M.*

Present: President Edward Ryneerson, C. P. Briggs, L. W. Brooks, R. R. Cook, E. J. Eaton, M. R. McDaniel, L. W. Smith, Wm. E. Wing, and H. V. Church. Absent, W. C. Hill, and Merle Prunty.

Mr. Ryneerson reported on the contact of the National Honor System with Phi Beta Kappa. The feasibility of relations did not look promising.

Mr. Eaton moved that Mr. Ryneerson be elected President and Mr. Church as Secretary of the National Honor Society. Carried.

Moved by Mr. Cook and seconded by Mr. Briggs that the Council adjourn.

## CONSTITUTION

### OF THE

#### NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

### ARTICLE I—AIM

The aim of this Association is to promote the interests of secondary education in America by giving special consideration to the problems that arise in connection with the administration of secondary schools.

### ARTICLE II—MEMBERSHIP

Any principal or executive head of a secondary school may become a member of the National Association of Secondary-School Principals upon the payment of two dollars.

The annual dues of members are two dollars, which shall be paid at the time of the annual meeting of the Association, or before April 1 of each year. A member forfeits his membership by failure to pay the year's dues.

The right to vote and hold office in the Association is open to all members whose dues for the year have been paid.

### ARTICLE III—COMMITTEES

The president shall appoint a committee on resolutions and a committee on nominations. The committee on resolutions consisting of seven members to be appointed at least two months before the annual meeting; the committee on nominations of eleven to be appointed at the first session of the annual meeting. These committees shall report at the annual business meeting of the Association.

2. Any principal or executive head of a secondary school may become a member of the National Association of Secondary-School Principals upon the payment of one dollar a year, provided such principal or executive head joins the Association through the medium of a state organization of high-school principals.

#### ARTICLE IV—OFFICERS

The officers of the Association are a president, a first vice-president and a second vice-president, a secretary, a treasurer (or a secretary-treasurer), an executive committee of the four officers named, ex-officio, and the three most recently retired presidents.

The duties of the president, vice-president, secretary, and treasurer are such as usually appertain to these officers. It is the duty of the executive committee to co-operate with the president in preparing the program of the meetings of the Association, and in carrying out the actions of the Association.

#### ARTICLE V—MEETINGS

The Association will hold one meeting a year. This annual meeting is held at the time and place of the meeting of the Department of Superintendence of the National Education Association.

#### ARTICLE VI—AMENDMENTS

The constitution may be amended by a majority vote of those present and voting at the annual meeting. A proposed amendment must be submitted in writing at the preceding annual meeting, or must be submitted in printed form to all members of the Association thirty days before the annual meeting. In case the latter method is used, such proposed amendment must receive the approval of the Executive Committee before it can be printed and sent to the members of the Association.



